



2004-05 Performance Year Ratings impacting Fiscal Year 2005-06. **For F&F Committee consideration May 18, 2005**

Report prepared by the Commission's Division of Finance, Facilities and MIS
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Attachment 2.b, Staff Recommendations for Consideration of the Finance and Facilities Committee
Performance Year 2004-05 Ratings to Impact FY 2005-06 Allocation: Ratings by Sector By Institution

Research Institutions

Clemson University
University of South Carolina Columbia

Medical University of South Carolina

Four-Year Colleges and Universities Sector

The Citadel
Coastal Carolina University
College of Charleston
Francis Marion University
Lander University

South Carolina State University
University of South Carolina Aiken
University of South Carolina Beaufort
University of South Carolina Upstate
Winthrop University

Two-Year Institutions - Branches of the University of SC

University of South Carolina Lancaster
University of South Carolina Salkehatchie

University of South Carolina Sumter
University of South Carolina Union

State Technical and Comprehensive Education System

Aiken Technical College
Central Carolina Technical College
Denmark Technical College
Florence-Darlington Technical College
Greenville Technical College
Horry-Georgetown Technical College
Midlands Technical College
Northeastern Technical College

Orangeburg-Calhoun Technical College
Piedmont Technical College
Spartanburg Technical College
Technical College of the Lowcountry
Tri-County Technical College
Trident Technical College
Williamsburg Technical College
York Technical College

SUMMARY OF OVERALL INSTITUTIONAL PERFORMANCE, 2004-05 - As of materials for Committee Consideration on May 18, 2005

The following report summarizes the scoring recommendations for the consideration of the Finance & Facilities Committee. The full Commission will consider the Committee's recommendations on June 2. The summary information presented here is found on the first and last page of each institution's 2004-05 report. The reader is cautioned from drawing conclusions based on comparisons of overall score averages and data presented here as different measures and standards apply across sectors and institutions. Institutions within the same sector and performing in the same overall category are considered to be performing at similar levels under SC's performance system. Additional information regarding Performance Funding may be accessed from the Commission's website, www.che.sc.gov by selecting "Performance Funding" listed under the heading "Finance."

						Scoring Summary of Applicable Performance Indicators					
Overall Rating Scale: Substantially Exceeds =2.85 to 3.00 or 95% to 100%; Exceeds =2.60 to 2.84 or 87% to 94%; Achieves =2.00 to 2.59 or 67% to 86%; Does Not Achieve =1.45 to 1.99 or 48% to 66%; and Substantially Does Not Achieve =1.00 to 1.44 or 33% to 47%.						Total Applicable Scored Indicators	# Exceeded (scored 3.0)	# Achieved (scored 2 to 2.99)	# Does Not Achieve (scored 1 to 1.99)	# Complied	Deferred
RESEARCH INSTITUTIONS (Average 2.82 or 94%)											
Clemson University	28.00	10	2.80	93%	Exceeds	14	8	2	0	1	3
University of South Carolina - Columbia	31.38	11	2.85	95%	Subst Exceeds	14	9	2	0	1	2
Medical University of South Carolina	28.13	10	2.81	94%	Exceeds	14	8	2	0	1	3
FOUR-YEAR COLLEGES AND UNIVERSITIES (Average 2.50 or 83%)											
The Citadel	29.75	12	2.48	83%	Achieves	14	6	5	1	1	1
Coastal Carolina University	27.13	12	2.26	75%	Achieves	14	5	4	3	1	1
College of Charleston	31.76	12	2.65	88%	Exceeds	14	7	5	0	1	1
Francis Marion University	30.30	12	2.53	84%	Achieves	14	5	6	1	1	1
Lander University	28.21	12	2.35	78%	Achieves	14	4	7	1	1	1
South Carolina State University	25.83	11	2.35	78%	Achieves	14	4	4	3	1	2
University of South Carolina - Aiken	30.30	12	2.53	84%	Achieves	14	5	6	1	1	1
(1) University of South Carolina - Beaufort	17.17	7	2.45	82%	Achieves	11	2	5	0	1	3
(2) University of South Carolina - Upstate	29.92	12	2.49	83%	Achieves	14	6	4	2	1	1
Winthrop University	31.71	11	2.88	96%	Subst Exceeds	14	8	3	0	1	2
TWO-YEAR INSTITUTIONS - BRANCHES OF USC (Average 2.57 or 86%)											
University of South Carolina - Lancaster	24.67	10	2.47	82%	Achieves	13	4	6	0	2	1
University of South Carolina - Salkehatchie	21.00	8	2.63	88%	Exceeds	11	4	4	0	2	1
University of South Carolina - Sumter	22.17	8	2.77	92%	Exceeds	11	6	2	0	2	1
University of South Carolina - Union	19.17	8	2.40	80%	Achieves	11	3	4	1	2	1
STATE TECHNICAL AND COMPREHENSIVE EDUCATION SYSTEM (Average 2.70 or 90%)											
Aiken Technical College	21.83	8	2.73	91%	Exceeds	13	5	3	0	4	1
Central Carolina Technical College	21.50	8	2.69	90%	Exceeds	13	5	3	0	4	1
Denmark Technical College	20.83	8	2.60	87%	Exceeds	13	4	4	0	4	1
Florence-Darlington Technical College	22.67	8	2.83	94%	Exceeds	13	6	2	0	4	1
Greenville Technical College	21.50	8	2.69	90%	Exceeds	13	5	3	0	4	1
Horry-Georgetown Technical College	23.00	8	2.88	96%	Subst Exceeds	13	6	2	0	4	1
Midlands Technical College	20.67	7	2.95	98%	Subst Exceeds	13	6	1	0	4	2
Northeastern Technical College	17.83	7	2.55	85%	Achieves	13	4	2	1	4	2
Orangeburg-Calhoun Technical College	23.17	8	2.90	97%	Subst Exceeds	13	6	2	0	4	1
Piedmont Technical College	18.17	7	2.60	87%	Exceeds	13	3	4	0	4	2
Spartanburg Technical College	17.67	7	2.52	84%	Achieves	13	3	4	0	4	2
Technical College of Lowcountry	19.67	7	2.81	94%	Exceeds	13	5	2	0	4	2
Tri-County Technical College	20.67	8	2.58	86%	Achieves	13	4	4	0	4	1
Trident Technical College	21.67	8	2.71	90%	Exceeds	13	5	3	0	4	1
Williamsburg Technical College	17.17	7	2.45	82%	Achieves	13	3	3	1	4	2
York Technical College	19.33	7	2.76	92%	Exceeds	13	5	2	0	4	2

(1) USC Beaufort as of June 2002 is transitioning to four-year status and a transition plan for performance funding applies.

(2) In prior years, USC Spartanburg

Agenda Item 2

Consideration of Performance Funding Ratings and Appeals for 2004-05 to impact Fiscal Year 2005-06 Allocations

Staff's recommendations for ratings for the 2004-05 performance year are attached. Information provided includes a description of the process, a summary report of overall performance and institutional report cards. All scoring recommendations, except one, reflect the score indicated as a result of comparing performance against the approved standards. The one exception involves an appeal of Florence-Darlington Technical College for special scoring consideration on Indicator 3D, "Accreditation of Degree Granting Programs." Staff's recommendation for this appealed case is denoted in Florence-Darlington's report by a footnote and with the letter "A" displayed next to the indicator score. An explanation of the institution's request and staff's recommendation are provided on the following pages.

The Finance and Facilities Committee at its May 18th meeting will consider the scoring recommendations. As has been the case in the past, the Committee considers recommendations for those indicators that have been appealed and those indicators for which scores have not been questioned or appealed by institutions. The Committee's recommendations will be considered by the full Commission in June.

A NOTE ON THE PERFORMANCE RATING FORMAT

Each institution's report is 4 pages in length. The format used has been similar since 2000.

- Page 1 is a summary display of the institution's overall performance and contains data or "quick facts" about the institution generally.
- Pages 2-4 provide an indicator-by-indicator report of performance and scores and a summary of overall performance. Indicators are listed by "Critical Success Factor." Only indicators yielding numeric data and scores are displayed in detail, and the information displayed includes: the indicator reference number and title, the timeframe for the current year data, three years of historical data, current year performance data, the standard applied to derive the score, information regarding the improvement factor, and the staff recommended score for each subpart measure and for each indicator. Applicable notes regarding scored indicators and other indicators that are not scored numerically are provided for each "Critical Success Factor." A summary of the institution's overall performance is found on page 4.

RATINGS RECOMMENDATIONS: A REVIEW OF THE PROCESS AND SUMMARY

In the current year and for the past three, institutions' ratings have been based on 13 or 14 indicators that were identified as best reflective of sector missions from among the 37 indicators used in the past. A collaborative process between CHE and the institutions was instrumental in identifying the indicators that now contribute to institutional scores. The applied scored indicators vary across and within sectors, and definitions for a particular indicator may also vary across and within sectors. These differences are footnoted in the ratings reports. A few examples include: indicators (6AB, 7A, 9A) defined specifically for MUSC as a free-standing graduate health sciences institution; an indicator (4A/B) defined in consultation with each sector focusing on collaboration and cooperation; an indicator (7A) defined differently for two- and four-year institutions, and an indicator (1D/E) specific to each institution that is defined by the institution focusing on institutional and/or state-wide goals.

Data Collection and the Process for Developing Scoring Recommendations

During fall 2004 and early spring 2005, data for indicators are gathered from CHEMIS information or reports from institutions. Timeframes of performance data for indicators typically represent the most recent fall data for academic indicators (Fall 2004 for this year) or the most recent-ended Fiscal Year for financial indicators (2003-04 for this year). All performance data by indicator and institution that were used in determining this year's results are accessible at http://www.che.sc.gov/Finance/Perf_Fund/Yr9Data.htm. Guidance for the performance funding system and details related to measurement is accessible at http://www.che.sc.gov/Finance/Perf_Fund/Perform_F.htm.

Once the data are collected, performance on each indicator is determined by comparing the data to a standard that was approved and set in terms of a range for "Achieves." Institutions receive 2 points for being at or within the designated "Achieves" range, 1 for being out of range in the undesired direction, and 3 for being out of the range in the desired direction. Additionally, for some indicators, institutions scoring 1 or 2 points may be eligible for an additional 0.5 points if their performance is better than their past performance by a specified percentage of that performance.

An institution's overall performance is then determined by computing the average of the scores earned on each indicator. It is the average score that is used in placing an institution in one of five overall performance categories (*Substantially Exceeds*, *Exceeds*, *Achieves*, *Does Not Achieve*, and *Substantially Does Not Achieve*). The category is considered the institution's annual performance. Ranges used in determining the overall performance category have been in effect since 1998-99. Ultimately the overall performance category is used in funding determinations based on an allocation plan adopted by the Commission. The FY05-06 allocation plan, adopted in November 2004, requires institutions to be at the "Achieves" or higher level in order to participate in the "Parity Allocation Plan." The plan is contingent on state appropriations.

This year represents the fourth year in which common standards for institutions within sectors based on national, state or peer data, as available, have been in effect. The standards in

effect this year were initially approved in 2001 and then reviewed and re-approved in 2003. In determining standards, data were reviewed and a rationale or methodology was determined for establishing a range. As a result, the standards used for a particular indicator vary across and within sectors. For example, in the research sector, peer data for a particular institution in the sector, when available, are used in considering standards for each individual research institution. Therefore, although a similar methodology may have been used to determine standards for an indicator (e.g., being within a certain percentage of a salary average for indicator 2D), each research institution may have different standards on the same indicator because of differences in peer data considered for each. In other sectors, peer data, when available, are aggregated and considered in establishing ranges for the sector institutions as a whole.

The process for developing the performance rating recommendations has been consistent for the past seven years. Preliminary information is distributed to each institution for review. Data concerns or questions are resolved, and institutions are provided the opportunity to appeal in writing any special considerations they wish the Commission to consider.

This year, each institution received a preliminary report of its ratings recommendations on April 1, 2005. As indicated previously, these recommendations were developed by comparing performance against the pre-determined standards. Institutions were asked to respond in writing, with adequate supporting documentation, by April 15, if they wished to appeal a score for special consideration. Only one institution, Florence Darlington Technical College, submitted written concerns regarding its score on indicator 3D, "Accreditation of Degree Granting Programs." In comparison to past years, there was 1 appeal last year, 2 in 2002-03, and 7 in 2001-02. Details regarding this year's appealed case are provided below. Staff also responded to issues raised either internally or externally from institutions as scores and data are reviewed. Staff reviewed such concerns across 5 institutions and 3 indicators and made corrections to 5 data points. Only two of the corrections resulted in revised indicator scores and none led to an increased overall score.

Summary of Overall Scores for 2004-05

The attached recommendations, which include staff's recommendations for the appealed indicator, reflect an average score for all institutions of 88% or 2.63. Again this year, institutional performance fell into one of the top three of the five performance categories. Across the 33 institutions, 5 scored "Substantially Exceeds" (1 research, 1 teaching, 3 technical college); 14 scored "Exceeds" (2 research, 1 teaching, 2 regional and 9 technical); and 14 "Achieves" (8 teaching, 2 regional, and 4 technical). In comparison with last year, the average score for all institutions was 87% or 2.60 with 3 scoring "Substantially Exceeds" (1 research, 1 teaching, 1 technical college); 15 "Exceeds" (2 research, 2 teaching, 2 regional and 9 technical); and 15 "Achieves" (7 teaching, 2 regional, and 6 technical). The scale for each overall performance range is presented in the summary chart and on the first page of each institution's report.

Appealed Case

Florence-Darlington Technical College requested consideration for a change in score from 2 to 3 in recognition of progress made toward accreditation of its cosmetology program and

pending consideration of accreditation by the National Accrediting Commission of Cosmetology Arts and Sciences in June. Staff has confirmed that the accrediting body has completed its reviews, that Florence-Darlington has submitted information as requested, and that the decision will be considered at a meeting of the accrediting body in June.

Florence-Darlington's performance on this indicator is 92% (or 11 of 12 programs accredited), which is scored "2" per the standards. Florence-Darlington's overall performance is 2.71 or "Exceeds." If the appeal is supported and the score on 3D is reflected as "3," the overall performance will be 2.83 which is still in the "Exceeds" category.

Staff recommends that the Finance & Facilities Committee make an exception and approve a score of 3 for the 2004-05 rating on indicator 3D with the qualification that should the cosmetology program not receive accreditation as expected, the 2004-05 rating for this indicator will revert to a score of 2 and the overall score will be recalculated. It is noted that the change in score on this indicator from a "2" to "3" does not result in a change in the overall performance category. Additionally, this recommendation is consistent with at least 2 past similar appeals that were supported.

Staff Recommendations:

- 1) **Staff Recommendation for the Appealed Case:** Staff recommends that the Finance & Facilities Committee make an exception and approve a score of 3 for the 2004-05 rating on indicator 3D with the qualification that should the cosmetology program not receive accreditation as expected, the 2004-05 rating for this indicator will revert to a score of 2 and the overall score will be recalculated. It is noted that this recommended change in score for this indicator does not change Florence Darlington's overall performance level of "Exceeds."
- 2) **Staff Recommendation for the Indicator & Overall Scores:** Staff recommends that the Finance and Facilities Committee recommend for approval of the Commission the indicator and overall performance ratings as indicated in the attached materials including the Committee's recommended treatment of the appealed case.

Attachments:

- a. Summary of Overall Institutional Performance for 2004-05
- b. Institutional Performance Reports for 2004-05

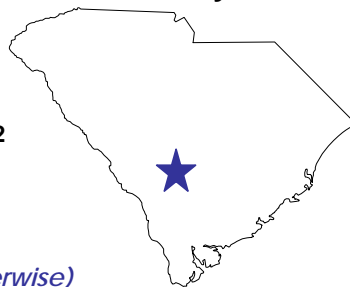


Aiken Technical College

Sector: State Technical and Comprehensive Education System

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Founded in 1972



2004-05 Performance Year Score Exceeds Standards

91%
2.73 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

323 Certificates
41 Diplomas
167 Associates

**Enrollment
Headcount**
includes full &
part-time students

2,476
100% of headcount Undergraduate
89% of headcount from SC at entry
39% of headcount Minority

Full-Time

1,290 (52% of headcount)

**Continuing
Education**
FY 2003-04

122,526 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**

60 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$2,836 In-State/In-County, Full-Time
\$7,942 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

*** Financial**
Dollars In Millions
FY2002-03

\$16.4 Revenue, excl. auxiliary & hospital
\$14.2 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators

5 Indicators
3 Indicators
0 Indicators
4 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Aiken Technical College State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Measure Timeframe		Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable													

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)		FY 2003-04		For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges		Fall 2004		100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A			3.00
2D Compensation of Faculty (average all ranks)		Fall 2004		\$41,782	\$41,568	\$41,990	\$44,971	\$34,188 to \$43,260		4% of prior year	N/A score=3		3.00

Critical Success Factor 2, Scored Indicator Notes: **2A** for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: Aiken Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	25%	75%	75%	75%	90%-99% or if <90%, all but 1		N/A			2.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	95.2%	95.2%	95.2%	80.0%	to	95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	29.1%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	31.3%	37.9%	39.1%	42.3%	30.0%	to	45.0%	3% of prior 3-yr avg	37.2%		2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	100.0%	100.0%	75.8%	95.0%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: Aiken Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.33

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	38.5%	38.9%	37.1%	35.6%	17.0%	to	23.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	52.9%	56.6%	49.2%	48.3%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	55.5%	1.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	18.0%	15.3%	20.1%	14.6%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal : 21.83
of indicators averaged 8
Average: 2.73
Average / 3.00 Max: 91%
Category is: "Exceeds"

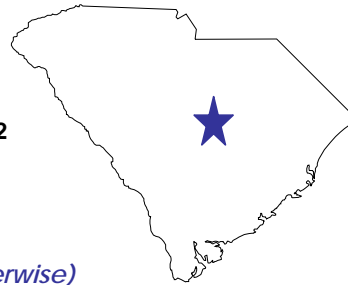


Central Carolina Technical College

Sector: State Technical and Comprehensive Education System

Kay R. Raffield, President
506 North Guignard Drive
Sumter, SC 29150-2499
(803) 778-1961
www.cctech.edu

Founded in 1962



2004-05 Performance Year Score Exceeds Standards

90%
2.69 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04
161 Certificates
63 Diplomas
236 Associates

**Enrollment
Headcount**
includes full &
part-time students
3,259
100% of headcount Undergraduate
100% of headcount from SC at entry
50% of headcount Minority

Full-Time
1,016 (31% of headcount)

**Continuing
Education**
FY 2003-04
353,127 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**
78 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05
\$2,500 In-State/In-County, Full-Time
\$5,188 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

*** Financial**
Dollars In Millions
FY2002-03
\$19.7 Revenue, excl. auxiliary & hospital
\$18.6 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators

5 Indicators
3 Indicators
0 Indicators
4 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Central Carolina Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									
										3.00	

Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A				3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$38,889	\$38,673	\$39,220	\$40,357	\$34,188 to \$43,260		4% of prior year	\$40,789			2.00

Critical Success Factor 2, Scored Indicator Notes: **2A for technical colleges** measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: Central Carolina Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score		
Indicator (reference #/letter at far left and title)		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable												

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A				3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	98.8%	100.0%	100.0%	80.0% to 95.0%	N/A				3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.3%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A				Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	34.4%	44.8%	39.3%	36.1%	30.0% to 45.0%	3% of prior 3-yr avg	40.7%			2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	91.7%	91.8%	89.3%	91.2%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3			3.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: Central Carolina Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.50

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	50.6%	52.8%	51.5%	50.3%	32.0%	to	43.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	61.0%	53.5%	48.5%	51.1%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	57.1%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.2%	13.2%	12.4%	12.5%	10.0%	to	13.0%		11.9%	2.50	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal : 21.50
of indicators averaged 8
Average: 2.69
Average / 3.00 Max: 90%
Category is: "Exceeds"

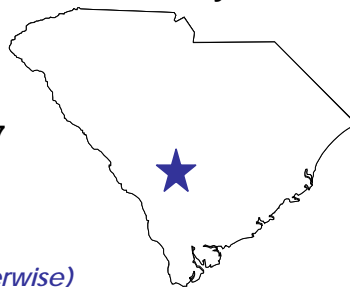


Denmark Technical College

Sector: State Technical and Comprehensive Education System

Joann R. G. Boyd-Scotland, President
Solomon Blatt Boulevard
PO Box 327
Denmark, SC 29042-0327
(803) 793-5100
www.den.tec.sc.us

Founded in 1947



2004-05 Performance Year Score Exceeds Standards

87%
2.60 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

99 Certificates
33 Diplomas
186 Associates

**Enrollment
Headcount**
includes full &
part-time students

1,423
100% of headcount Undergraduate
97% of headcount from SC at entry
96% of headcount Minority
951 (67% of headcount)

**Full-Time
Continuing
Education**
FY 2003-04

16,537 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**

35 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$2,278 In-State/In-County, Full-Time
\$4,466 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

*** Financial**
Dollars In Millions
FY2002-03

\$11.1 Revenue, excl. auxiliary & hospital
\$9.8 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators
4 Indicators
4 Indicators
0 Indicators
4 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
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Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Denmark Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown		Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown		2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year					Subpart	Indicator

1. MISSION FOCUS

1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.							3.00	

Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A		3.00	
2D Compensation of Faculty (average all ranks)	Fall 2004	\$35,499	\$34,790	\$34,867	\$35,113	\$34,188 to \$43,260		4% of prior year	\$36,262	2.00	

Critical Success Factor 2, Scored Indicator Notes: **2A for technical colleges** measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: Denmark Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	67%	67%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	100.0%	100.0%	100.0%	80.0% to 95.0%		N/A			3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	30.1%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	33.3%	29.6%	29.3%	34.9%	30.0% to 45.0%		3% of prior 3-yr avg	31.7%		2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	74.4%	80.0%	93.9%	85.0%	75.0% to 89.0%		3% of prior 3-yr avg	85.2%		2.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: Denmark Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Measure Timeframe		Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable													

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.33

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	92.8%	94.9%	94.7%	95.8%	39.0%	to	52.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	54.6%	58.1%	52.3%	44.8%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	57.8%	1.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	81.3%	84.9%	83.6%	83.3%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal :	20.83
# of indicators averaged	8
Average:	2.60
Average / 3.00 Max:	87%
Category is:	"Exceeds"



Florence-Darlington Technical College

Sector: State Technical and Comprehensive Education System

Charles W. Gould, President

2715 West Lucas Street

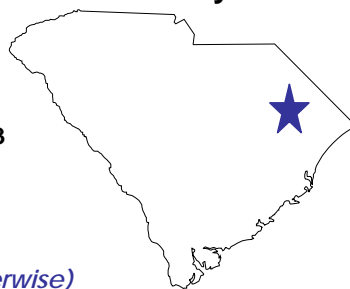
PO Box 100548

Florence, SC 29501-0548

(843) 661-8324

www.fdtc.edu

Founded in 1963



2004-05 Performance Year Score

Exceeds Standards

94%

2.83 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

Degrees

Awarded

FY 2003-04

102 Certificates

190 Diplomas

422 Associates

Enrollment Headcount

includes full &
part-time students

4,241

100% of headcount Undergraduate

99% of headcount from SC at entry

46% of headcount Minority

Full-Time

2,224 (52% of headcount)

Continuing Education

FY 2003-04

160,019 Technical Education and
Occupational Advancement

Program Contact Hours

(1 continuing education

unit = 10 contact hrs)

Full-Time Faculty

109 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition

Academic Year
2004-05

\$2,986 In-State/In-County, Full-Time

\$5,082 Out-of-State, Full-Time

(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

* Financial

Dollars In Millions
FY2002-03

\$30.6 Revenue, excl. auxiliary & hospital

\$26.0 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on

Achieved Standards (or received scores of 2.00-2.99) on

Did Not Achieve Standards (or received scores of 1.00-1.99) on

Achieved Compliance (or received scores of "Complied") on

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

13 Indicators

6 Indicators

2 Indicators

0 Indicators

4 Indicators

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Florence-Darlington Technical College State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$41,224	\$40,739	\$40,642	\$43,395	\$34,188	to \$43,260	4% of prior year	N/A score=3		3.00

Critical Success Factor 2, Scored Indicator Notes: **2A for technical colleges** measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: Florence-Darlington Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score		
Indicator (reference #/letter at far left and title)		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable												

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	92%	90%-99% or if <90%, all but 1	N/A				3.00 'A'
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. **Score for 3D recognizes appeal for special consideration.** 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	100.0%	96.2%	100.0%	80.0% to 95.0%	N/A				3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	28.8%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A				Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	39.9%	39.7%	39.5%	38.1%	30.0% to 45.0%	3% of prior 3-yr avg	40.9%			2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	84.0%	96.3%	94.1%	94.4%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3			3.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

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State Technical and Comprehensive Education System Sector

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Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C	Accessibility to the Institution of All Citizens of the State :												2.67
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	46.1%	47.7%	46.2%	46.4%	29.0%	to	39.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	58.9%	60.0%	55.4%	55.9%	49.0%	to	60.0%		61.0%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	17.4%	15.9%	15.7%	16.3%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 6 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal : 22.67

of indicators averaged 8

Average: 2.83

Average / 3.00 Max: 94%

Category is: "Exceeds"



Greenville Technical College

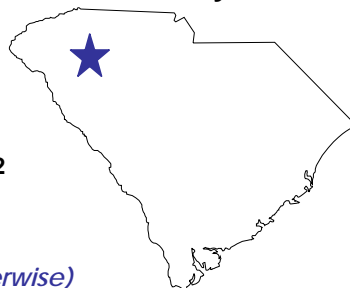
Sector: State Technical and Comprehensive Education System

Thomas E. Barton, Jr., President

506 S. Pleasantburg Drive
Greenville, SC 29607

Mailing: PO Box 5616 with Zip Code 29606
(864) 250-8000
www.greenvilletech.com

Founded in 1962



2004-05 Performance Year Score Exceeds Standards

90%
2.69 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

1,035 Certificates
203 Diplomas
881 Associates

**Enrollment
Headcount**
includes full &
part-time students

13,498
100% of headcount Undergraduate
99% of headcount from SC at entry
28% of headcount Minority

Full-Time

5,188 (38% of headcount)

**Continuing
Education**
FY 2003-04

725,199 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**

308 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$2,900 In-State/In-County, Full-Time
\$5,900 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

*** Financial**
Dollars In Millions
FY2002-03

\$68.3 Revenue, excl. auxiliary & hospital
\$61.7 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators

5 Indicators
3 Indicators
0 Indicators
4 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Greenville Technical College State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Measure Timeframe		Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable													

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)		FY 2003-04		For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges		Fall 2004		100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A			3.00
2D Compensation of Faculty (average all ranks)		Fall 2004		\$39,582	\$40,028	\$40,756	\$41,495	\$34,188	to \$43,260	4% of prior year	\$42,386		2.00

Critical Success Factor 2, Scored Indicator Notes: **2A for technical colleges** measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: Greenville Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	99.0%	97.7%	97.1%	80.0%	to	95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	14.8%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	40.4%	42.3%	43.1%	42.4%	30.0%	to	45.0%	3% of prior 3-yr avg	43.2%		2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	86.5%	88.4%	88.1%	89.4%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: Greenville Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Measure Timeframe		Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable													

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.50

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	24.5%	25.3%	25.7%	27.7%	13.0%	to	17.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	58.5%	54.3%	53.9%	53.1%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	58.3%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.5%	9.9%	10.1%	10.5%	10.0%	to	13.0%		10.1%	2.50	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal :	21.50
# of indicators averaged	8
Average:	2.69
Average / 3.00 Max:	90%
Category is:	"Exceeds"

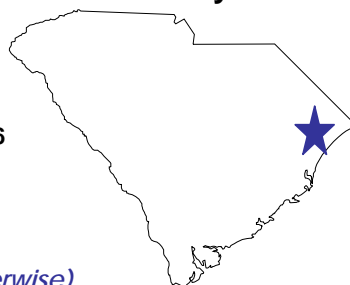


Horry-Georgetown Technical College

Sector: State Technical and Comprehensive Education System

Neyle Wilson, President
2050 Highway 501 East
PO Box 261966
Conway, SC 29526
(843) 347-3186
www.hgtc.edu

Founded in 1966



2004-05 Performance Year Score Substantially Exceeds Standards

96%
2.88 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04
300 Certificates
39 Diplomas
435 Associates

**Enrollment
Headcount**
includes full &
part-time students
5,029
100% of headcount Undergraduate
89% of headcount from SC at entry
26% of headcount Minority
Full-Time
2,482 (49% of headcount)
**Continuing
Education**
FY 2003-04
424,504 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**
123 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)
Tuition
Academic Year
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*** Financial**
Dollars In Millions
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\$29.1 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

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Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators

6 Indicators
2 Indicators
0 Indicators
4 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
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"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: **Horry-Georgetown Technical College** State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$40,729	\$40,576	\$40,407	\$43,134	\$34,188	to \$43,260	4% of prior year	\$42,023		2.50

Critical Success Factor 2, Scored Indicator Notes: **2A for technical colleges** measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: **Horry-Georgetown Technical College**

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score		
Indicator (reference #/letter at far left and title)		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable												

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	95.6%	95.8%	98.2%	80.0%	to	95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	23.4%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	37.3%	46.5%	51.3%	50.1%	30.0%	to	45.0%	3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	93.9%	87.5%	89.7%	90.6%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: **Horry-Georgetown Technical College**

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.50

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	25.1%	27.6%	28.5%	27.7%	16.0%	to	21.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	52.8%	52.9%	54.4%	50.5%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	56.0%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	8.9%	9.6%	9.5%	11.9%	10.0%	to	13.0%		9.6%	2.50	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 6 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal : 23.00
of indicators averaged 8

Average: 2.88
Average / 3.00 Max: 96%
Category is: "Substantially Exceeds"

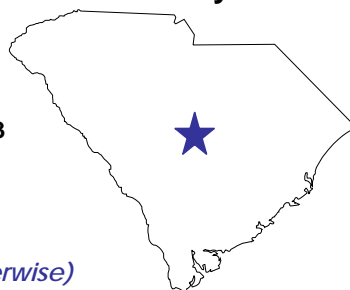


Midlands Technical College

Sector: State Technical and Comprehensive Education System

Barry W. Russell, President
316 S. Beltline Blvd.
PO Box 2408
Columbia, SC 29205-2408
(803) 738-1400
www.midlandstech.edu

Founded in 1963



2004-05 Performance Year Score Substantially Exceeds Standards

98%
2.95 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

799 Certificates
93 Diplomas
828 Associates

**Enrollment
Headcount**
includes full &
part-time students

10,710
100% of headcount Undergraduate
96% of headcount from SC at entry
41% of headcount Minority
4,834 (45% of headcount)

**Full-Time
Continuing
Education**
FY 2003-04

371,287 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**

Tuition
Academic Year
2004-05

*** Financial**
Dollars In Millions
FY2002-03

230 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)
\$2,908 In-State/In-County, Full-Time
\$8,524 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)
\$58.5 Revenue, excl. auxiliary & hospital
\$55.9 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators
6 Indicators
1 Indicators
0 Indicators
4 Indicators

2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Midlands Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown		Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown		2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year					Subpart	Indicator

1. MISSION FOCUS

1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.								
									Deferred	

Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$40,586	\$40,449	\$41,338	\$43,281	\$34,188 to \$43,260		4% of prior year	N/A score=3		3.00

Critical Success Factor 2, Scored Indicator Notes: **2A for technical colleges** measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: Midlands Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	89.9%	98.6%	100.0%	80.0% to 95.0%		N/A			3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	20.1%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	39.2%	44.7%	47.1%	49.9%	30.0% to 45.0%		3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	91.1%	91.4%	94.0%	94.6%	75.0% to 89.0%		3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: **Midlands Technical College**

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	35.7%	39.4%	40.3%	40.9%	23.0%	to	30.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	53.8%	52.1%	53.2%	49.9%	49.0%	to	60.0%		55.7%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	15.0%	15.9%	17.1%	18.6%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 6 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 1 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.

Subtotal :	20.67
# of indicators averaged	7
Average:	2.95
Average / 3.00 Max:	98%
Category is:	"Substantially Exceeds"

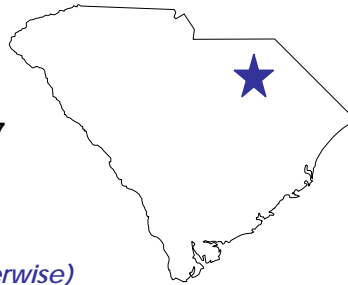


Northeastern Technical College

Sector: State Technical and Comprehensive Education System

James C. Williamson, President
1201 Chesterfield Highway
PO Drawer 1007
Cheraw, SC 29520-1007
(843) 921-6900
www.netc.edu

Founded in 1967



2004-05 Performance Year Score Achieves Standards

85%
2.55 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04
87 Certificates
30 Diplomas
106 Associates

**Enrollment
Headcount**
includes full &
part-time students

1,114
100% of headcount Undergraduate
99% of headcount from SC at entry
49% of headcount Minority
532 (48% of headcount)

**Full-Time
Continuing
Education**
FY 2003-04

79,416 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**

28 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$2,346 In-State/In-County, Full-Time
\$3,936 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

*** Financial**
Dollars In Millions
FY2002-03

\$7.0 Revenue, excl. auxiliary & hospital
\$6.6 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators

4 Indicators
2 Indicators
1 Indicators
4 Indicators

2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Northeastern Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									Deferred
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$33,436	\$34,247	\$34,168	\$35,390	\$34,188	to \$43,260	4% of prior year	\$35,535		2.00

Critical Success Factor 2, Scored Indicator Notes: **2A** for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: **Northeastern Technical College**

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)						"2" if at/within range					
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	0%	0%	0%	0%	90%-99% or if <90%, all but 1		N/A			1.00
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Critical Success Factor 3 Scored Indicator Notes: **3D** measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. **3E**, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	96.7%	100.0%	96.7%	80.0% to 95.0%		N/A			3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	28.0%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: **5A** measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: **6A**, *SAT and ACT Scores of Student Body*, and **6B**, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	29.6%	44.5%	46.5%	45.3%	30.0% to 45.0%		3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	71.4%	70.6%	93.3%	92.9%	75.0% to 89.0%		3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: **7A**, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. **7D** measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: **Northeastern Technical College**

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.83

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	42.4%	45.8%	44.8%	49.6%	29.0%	to	39.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	47.5%	50.8%	51.3%	55.2%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	52.4%	2.50	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	11.3%	11.6%	11.9%	15.5%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.

Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.

Subtotal : 17.83
of indicators averaged 7
Average: 2.55
Average / 3.00 Max: 85%
Category is: "Achieves"

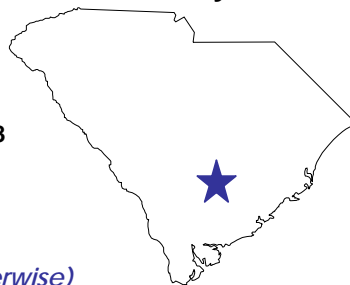


Orangeburg-Calhoun Technical College

Sector: State Technical and Comprehensive Education System

Anne S. Crook, President
3250 St. Matthews Road
Highway 601
Orangeburg, SC 29118
(803) 535-1200
www.octech.edu

Founded in 1968



2004-05 Performance Year Score Substantially Exceeds Standards

97%
2.90 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

137 Certificates
64 Diplomas
218 Associates

**Enrollment
Headcount**
includes full &
part-time students

2,488
100% of headcount Undergraduate
98% of headcount from SC at entry
60% of headcount Minority

Full-Time

1,364 (55% of headcount)

**Continuing
Education**
FY 2003-04

54,085 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**

81 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$2,640 In-State/In-County, Full-Time
\$4,464 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

*** Financial**
Dollars In Millions
FY2002-03

\$15.8 Revenue, excl. auxiliary & hospital
\$14.4 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators

6 Indicators
2 Indicators
0 Indicators
4 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Orangeburg-Calhoun Technical College State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$36,996	\$37,930	\$37,914	\$39,819	\$34,188	to \$43,260	4% of prior year	\$39,431		2.50

Critical Success Factor 2, Scored Indicator Notes: **2A** for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: Orangeburg-Calhoun Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	88%	88%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	96.2%	98.6%	95.8%	80.0%	to	95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	24.0%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	41.6%	45.5%	47.0%	46.2%	30.0%	to	45.0%	3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	77.9%	87.6%	92.0%	91.8%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: Orangeburg-Calhoun Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, Employment Rate for Graduates, and **7C**, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	58.4%	59.8%	59.5%	60.3%	41.0%	to	55.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	54.5%	59.2%	59.4%	55.0%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	60.6%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	25.2%	28.3%	26.4%	27.3%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, Continuing Education Programs for Graduates and Others, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, Financial Support for Reform in Teacher Education, and **9B**, Amount of Public and Private Sector Grants, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 6 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal : 23.17
of indicators averaged 8

Average: 2.90
Average / 3.00 Max: 97%
Category is: "Substantially Exceeds"

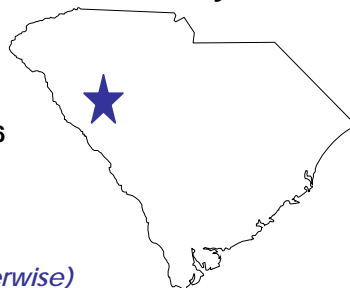


Piedmont Technical College

Sector: State Technical and Comprehensive Education System

Lex D. Walters, President
620 N. Emerald Road
PO Drawer 1467
Greenwood, SC 29646-1467
(864) 941-8324
www.piedmont.tec.sc.us

Founded in 1966



2004-05 Performance Year Score Exceeds Standards

87%
2.6 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04
789 Certificates
159 Diplomas
551 Associates

**Enrollment
Headcount**
includes full &
part-time students
4,592
100% of headcount Undergraduate
98% of headcount from SC at entry
39% of headcount Minority
Full-Time
1,887 (41% of headcount)

**Continuing
Education**
FY 2003-04
273,689 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**
107 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)
Tuition
Academic Year
2004-05
\$2,740 In-State/In-County (Greenwood), Full-Time
\$4,372 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)
*** Financial**
Dollars In Millions
FY2002-03
\$30.2 Revenue, excl. auxiliary & hospital
\$28.1 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on	13 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	3 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	4 Indicators
Achieved Compliance (or received scores of "Complied") on	0 Indicators
	4 Indicators

2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Piedmont Technical College State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Measure Timeframe		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable													

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)		FY 2003-04		For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									Deferred
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A	Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	99.7%	100.0%	99.7%	98.0% - 99.9% or if <98.0% all but 1		N/A				2.00
2D	Compensation of Faculty (average all ranks)	Fall 2004	\$36,634	\$38,291	\$38,516	\$40,201	\$34,188	to	\$43,260	4% of prior year	\$40,057		2.50

Critical Success Factor 2, Scored Indicator Notes: **2A** for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: **Piedmont Technical College**

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score		
Indicator (reference #/letter at far left and title)		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable												

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: **3D** measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. **3E**, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	97.9%	100.0%	100.0%	80.0% to 95.0%		N/A			3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.8%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: **5A** measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: **6A**, *SAT and ACT Scores of Student Body*, and **6B**, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	45.0%	44.9%	44.6%	53.1%	30.0% to 45.0%		3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	97.3%	88.6%	83.1%	86.2%	75.0% to 89.0%		3% of prior 3-yr avg	92.4%		2.00

Critical Success Factor 7, Scored Indicator Notes: **7A**, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. **7D** measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: **Piedmont Technical College**

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	37.2%	39.9%	39.4%	39.0%	24.0%	to	31.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	61.9%	64.0%	59.8%	53.0%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	65.0%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	12.4%	13.5%	13.0%	15.1%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 3 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.

Subtotal : 18.17
of indicators averaged 7
Average: 2.60
Average / 3.00 Max: 87%
Category is: "Exceeds"

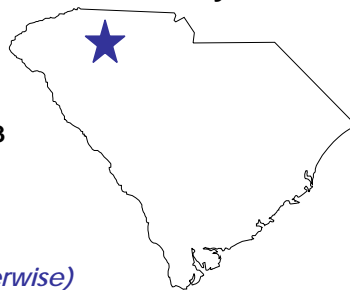


Spartanburg Technical College

Sector: State Technical and Comprehensive Education System

Dan Terhune, President
Bus. I-85 at New Cut Road
PO Drawer 4386
Spartanburg, SC 29303
(864) 591-3611
www.stcsc.edu

Founded in 1963



2004-05 Performance Year Score Achieves Standards

84%
2.52 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

192 Certificates
104 Diplomas
377 Associates

**Enrollment
Headcount**
includes full &
part-time students

4,095
100% of headcount Undergraduate
98% of headcount from SC at entry
33% of headcount Minority

Full-Time

2,163 (53% of headcount)

**Continuing
Education**
FY 2003-04

177,625 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**

110 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$2,806 In-State/In-County, Full-Time
\$5,370 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

*** Financial**
Dollars In Millions
FY2002-03

\$26.9 Revenue, excl. auxiliary & hospital
\$25.6 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators

3 Indicators
4 Indicators
0 Indicators
4 Indicators

2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
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Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Spartanburg Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown		Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown		2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year					Subpart	Indicator

1. MISSION FOCUS

1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.								
									Deferred	

Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$38,371	\$39,566	\$40,672	\$41,161	\$34,188 to \$43,260		4% of prior year	\$42,299		2.00

Critical Success Factor 2, Scored Indicator Notes: **2A for technical colleges** measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: Spartanburg Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	85.6%	97.9%	95.6%	80.0%	to	95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	28.0%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	36.5%	47.4%	52.9%	43.2%	30.0%	to	45.0%	3% of prior 3-yr avg	47.0%		2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	77.8%	82.1%	84.5%	82.4%	75.0%	to	89.0%	3% of prior 3-yr avg	83.9%		2.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: Spartanburg Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	32.0%	33.5%	33.7%	32.8%	16.0%	to	21.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	57.2%	58.2%	56.7%	54.6%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	60.2%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	8.0%	10.1%	13.2%	13.3%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 3 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.

Subtotal : 17.67
of indicators averaged 7
Average: 2.52
Average / 3.00 Max: 84%
Category is: "Achieves"

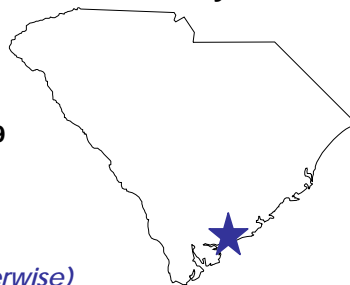


Technical College of the Lowcountry

Sector: State Technical and Comprehensive Education System

Anne McNutt, President
921 S. Ribaut Road
PO Box 1288
Beaufort, SC 29902-1288
(843) 525-8324
www.tclonline.org

Founded in 1979



2004-05 Performance Year Score Exceeds Standards

94%
2.81 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

181 Certificates
38 Diplomas
128 Associates

**Enrollment
Headcount**
includes full &
part-time students

1,683
100% of headcount Undergraduate
99% of headcount from SC at entry
49% of headcount Minority
654 (39% of headcount)

**Full-Time
Continuing
Education**
FY 2003-04

90,585 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**

51 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$2,900 In-State/In-County, Full-Time
\$3,860 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

*** Financial**
Dollars In Millions
FY2002-03

\$12.3 Revenue, excl. auxiliary & hospital
\$11.5 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators

5 Indicators
2 Indicators
0 Indicators
4 Indicators

2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Technical College of the Low Country State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									Deferred
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$41,150	\$41,692	\$41,190	\$42,437	\$34,188	to \$43,260	4% of prior year	\$42,838		2.00

Critical Success Factor 2, Scored Indicator Notes: **2A** for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: Technical College of the Low Country

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	97.2%	96.2%	100.0%	80.0%	to	95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	32.6%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	28.6%	31.0%	33.8%	48.1%	30.0%	to	45.0%	3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	91.1%	93.1%	93.4%	98.3%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: Technical College of the Low Country

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	50.6%	51.1%	48.5%	48.9%	26.0%	to	35.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	47.0%	48.8%	49.8%	50.0%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	51.0%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	17.2%	13.0%	17.5%	19.1%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.

Subtotal :	19.67
# of indicators averaged	7
Average:	2.81
Average / 3.00 Max:	94%
Category is:	"Exceeds"

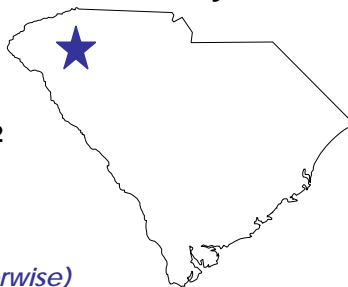


Tri-County Technical College

Sector: State Technical and Comprehensive Education System

Ronnie L. Booth, President
7900 Highway 76
PO Box 587
Pendleton, SC 29670-0587
(864) 646-1773
www.tctc.edu

Founded in 1962



2004-05 Performance Year Score Achieves Standards

86%
2.58 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

211 Certificates
120 Diplomas
486 Associates

**Enrollment
Headcount**
includes full &
part-time students

4,709
100% of headcount Undergraduate
96% of headcount from SC at entry
18% of headcount Minority

Full-Time

2,435 (52% of headcount)

**Continuing
Education**
FY 2003-04

332,450 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**

99 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$2,546 In-State/In-County, Full-Time
\$5,916 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

*** Financial**
Dollars In Millions
FY2002-03

\$26.7 Revenue, excl. auxiliary & hospital
\$25.0 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators

4 Indicators
4 Indicators
0 Indicators
4 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Tri-County Technical College State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Measure Timeframe		Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable													

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)		FY 2003-04		For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges		Fall 2004		100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A			3.00
2D Compensation of Faculty (average all ranks)		Fall 2004		\$38,691	\$38,634	\$38,827	\$39,587	\$34,188 to \$43,260		4% of prior year	\$40,380		2.00

Critical Success Factor 2, Scored Indicator Notes: **2A for technical colleges** measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: Tri-County Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score		
Indicator (reference #/letter at far left and title)		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable												

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	72.9%	93.3%	93.3%	80.0%	to	95.0%	N/A		2.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	17.6%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	46.0%	47.1%	54.7%	52.7%	30.0%	to	45.0%	3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	88.7%	91.4%	82.0%	86.8%	75.0%	to	89.0%	3% of prior 3-yr avg	90.0%		2.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: Tri-County Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	14.3%	16.0%	18.0%	18.6%	9.0%	to	12.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	54.2%	60.6%	57.8%	54.9%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	60.4%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	11.0%	11.2%	9.8%	13.5%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal : 20.67
of indicators averaged 8
Average: 2.58
Average / 3.00 Max: 86%
Category is: "Achieves"



Trident Technical College

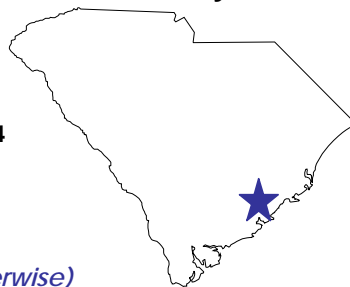
Sector: State Technical and Comprehensive Education System

Mary D. Thornley, President

7000 Rivers Avenue
PO Box 118067

Charleston, SC 29411-8067
(843) 574-6241
www.tridenttech.edu

Founded in 1964



2004-05 Performance Year Score Exceeds Standards

90%
2.71 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

Degrees Awarded

FY 2003-04

635 Certificates
113 Diplomas
956 Associates

Enrollment Headcount

includes full &
part-time students

11,795

100% of headcount Undergraduate
99% of headcount from SC at entry
32% of headcount Minority
5,270 (45% of headcount)

Full-Time

Continuing Education FY 2003-04

364,894 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

Full-Time Faculty

258 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition Academic Year 2004-05

\$2,688 In-State/In-County, Full-Time
\$5,274 Out-of-State, Full-Time

(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

* Financial

Dollars In Millions
FY2002-03

\$83.2 Revenue, excl. auxiliary & hospital
\$69.3 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators

5 Indicators
3 Indicators
0 Indicators
4 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
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Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Trident Technical College State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$41,352	\$41,081	\$40,588	\$42,057	\$34,188	to \$43,260	4% of prior year	\$42,212		2.00

Critical Success Factor 2, Scored Indicator Notes: **2A for technical colleges** measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: Trident Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	95.3%	99.3%	98.0%	80.0%	to	95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.1%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	34.9%	46.9%	48.3%	54.1%	30.0%	to	45.0%	3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	91.7%	90.9%	91.5%	83.9%	75.0%	to	89.0%	3% of prior 3-yr avg	94.1%		2.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: Trident Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	33.1%	35.2%	34.3%	32.8%	23.0%	to	30.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	57.0%	58.7%	52.9%	52.6%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	59.0%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	11.4%	12.1%	13.2%	14.6%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal :	21.67
# of indicators averaged	8
Average:	2.71
Average / 3.00 Max:	90%
Category is:	"Exceeds"

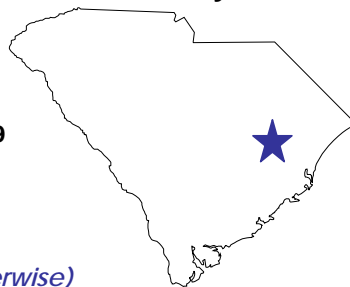


Williamsburg Technical College

Sector: State Technical and Comprehensive Education System

Cleve H. Cox, President
601 Martin Luther King, Jr. Avenue
Kingstree, SC 29556
(843) 355-4127
www.wiltech.edu

Founded in 1969



2004-05 Performance Year Score Achieves Standards

82%
2.45 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

54 Certificates
10 Diplomas
38 Associates

**Enrollment
Headcount**
includes full &
part-time students

579
100% of headcount Undergraduate
100% of headcount from SC at entry
71% of headcount Minority
211 (36% of headcount)

**Full-Time
Continuing
Education**
FY 2003-04

16,307 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Full-Time
Faculty**

14 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$2,670 In-State/In-County, Full-Time
\$4,968 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

*** Financial**
Dollars In Millions
FY2002-03

\$4.9 Revenue, excl. auxiliary & hospital
\$5.0 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators
3 Indicators
3 Indicators
1 Indicators
4 Indicators

2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Williamsburg Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown		Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown		2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year					Subpart	Indicator

1. MISSION FOCUS

1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.								
									Deferred	

Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A				3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$30,490	\$30,456	\$30,513	\$30,712	\$34,188 to \$43,260		4% of prior year	\$31,734			1.00

Critical Success Factor 2, Scored Indicator Notes: **2A for technical colleges** measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: Williamsburg Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	83.3%	83.3%	94.4%	80.0%	to	95.0%	N/A		2.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	42.4%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	35.8%	30.0%	28.6%	40.0%	30.0%	to	45.0%	3% of prior 3-yr avg	32.4%		2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	100.0%	50.0%	deferred	100.0%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: Williamsburg Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	67.8%	73.7%	71.1%	71.0%	45.0%	to	61.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	52.6%	56.9%	57.8%	52.3%	49.0%	to	60.0%		58.6%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	22.6%	18.8%	15.1%	14.1%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 3 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.

Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.

Subtotal : 17.17
of indicators averaged 7
Average: 2.45
Average / 3.00 Max: 82%
Category is: "Achieves"



York Technical College

Sector: State Technical and Comprehensive Education System

Dennis Merrell, President

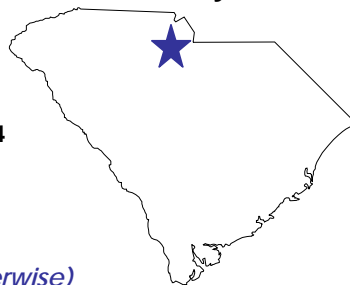
452 S. Anderson Road

Rock Hill, SC 29730

(803) 327-8050

www.yorktech.com

Founded in 1964



2004-05 Performance Year Score

Exceeds Standards

92%

2.76 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

Degrees

Awarded

FY 2003-04

242 Certificates

77 Diplomas

282 Associates

Enrollment Headcount

includes full &
part-time students

3,937

100% of headcount Undergraduate

99% of headcount from SC at entry

28% of headcount Minority

Full-Time

1,985 (50% of headcount)

Continuing Education

FY 2003-04

231,109 Technical Education and
Occupational Advancement

Program Contact Hours

(1 continuing education

unit = 10 contact hrs)

Full-Time Faculty

118 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition

Academic Year
2004-05

\$2,886 In-State/In-County, Full-Time

\$6,336 Out-of-State, Full-Time

(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regis fees)

* Financial

Dollars In Millions
FY2002-03

\$24.8 Revenue, excl. auxiliary & hospital

\$23.1 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on

Achieved Standards (or received scores of 2.00-2.99) on

Did Not Achieve Standards (or received scores of 1.00-1.99) on

Achieved Compliance (or received scores of "Complied") on

2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

13 Indicators

5 Indicators

2 Indicators

0 Indicators

4 Indicators

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
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Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: York Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)		FY 2003-04		For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.							Deferred	
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges		Fall 2004		100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A				3.00
2D Compensation of Faculty (average all ranks)		Fall 2004		\$40,407	\$40,209	\$41,390	\$43,363	\$34,188 to \$43,260		4% of prior year	N/A score=3			3.00

Critical Success Factor 2, Scored Indicator Notes: **2A** for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicator **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: York Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"2" if at/within range		Factor Applied		Subpart	
Indicator Subpart (reference #/letter and descriptive title) if applicable						"1" if <# shown	"3" if ># shown		> or = to # shown		Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	86.7%	100.0%	100.0%	80.0% to 95.0%		N/A			3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.2%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

Critical Success Factor 6, Scored Indicator Notes: 6A, *SAT and ACT Scores of Student Body*, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	36.2%	40.6%	39.8%	38.4%	30.0% to 45.0%		3% of prior 3-yr avg	40.0%		2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	94.0%	95.3%	92.5%	98.4%	75.0% to 89.0%		3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: York Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. **7E**, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.33

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	31.0%	31.1%	29.7%	28.6%	15.0%	to	20.0%	8C1&2= 5% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	53.3%	50.5%	48.5%	48.9%	49.0%	to	60.0%	and 8C4= 3% of prior 3-yr avg	53.3%	1.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	14.7%	15.2%	16.3%	17.2%	10.0%	to	13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.

Subtotal : 19.33
of indicators averaged 7
Average: 2.76
Average / 3.00 Max: 92%
Category is: "Exceeds"



The Citadel

Sector: Four-Year Colleges and Universities

John S. Grinalds, President
171 Moultrie Street
Charleston, SC 29409
(843) 953-5012
www.citadel.edu

Founded in 1842



2004-05 Performance Year Score Achieves Standards

83%
2.48 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

- Associates
- 462 Bachelor's
- Post Bachelor's Cert.
- 203 Master's
- Post Master's Cert.
- First Professional
- 17 Specialist
- Doctoral

Enrollment

Headcount
includes full &
part-time students

3,351
65% of headcount Undergraduate
63% of headcount from SC at entry
17% of headcount Minority

Full-Time

2,232 (67% of headcount)

SAT Average

1071 (1st-time entering
freshmen. Includes
converted ACT
scores.)

Full-Time Faculty

161 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition Academic Year 2004-05

\$5,900 In-State, Full-Time Student
\$14,518 Out-of-State, Full-Time Student
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey)

* Financial Dollars In Millions FY 2002-03

\$46.9 Revenue, excl. auxiliary & hospital
\$45.1 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

14 Indicators

6 Indicators
5 Indicators
1 Indicators
1 Indicators

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: The Citadel

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	96%	98%	98%	98%	95% - 99% or if <95% all but 1	N/A					2.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.										3.00

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	95.0%	96.6%	95.1%	90.7%	70.0% to 84.0%	3% of prior 3-yr avg	N/A score=3				3.00
2D Compensation of Faculty :												3.00
Assistant Professor Average	Fall 2004	\$45,631	\$44,797	\$47,148	\$48,957	\$36,840 to \$43,701	For each part, 4% of prior year	N/Ascore=3	3.00			
Associate Professor Average	Fall 2004	\$54,890	\$54,626	\$55,885	\$60,986	\$44,787 to \$53,129		N/Ascore=3	3.00			
Professor Average	Fall 2004	\$67,126	\$66,959	\$67,072	\$74,514	\$56,164 to \$66,624		N/Ascore=3	3.00			

Critical Success Factor 2, Scored Indicator Notes: **2A** for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Report for: The Citadel

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D	Accreditation of Degree-Granting Programs	as of Apr 2005	75%	75%	75%	75%	90%-99% or if <90%, all but 1			N/A			2.00
3E	Institutional emphasis on quality teacher education and reform :												2.00
1	NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES			N/A		Complied	
2a	% students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002			3% of prior 3-yr avg	deferred	deferred	
2b	% students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		83.5%	78.1%	80.7%	79.4%	75.0% to 89.0%				83.2%	2.00	
3a	% teacher ed. graduates in critical shortage areas	FY 2003-04	17%	17%	11%	10%	20% to 34%			5% of prior 3-yr avg	16%	1.00	
3b	% teacher ed. graduates who are minority		28%	21%	26%	25%	10% to 20%				N/Ascore=3	3.00	

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B	Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	4	2 to 3		N/A	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A	Percentage of Administrative Costs to Academic Costs	FY 2003-04	27.1%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B	SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	81.7%	88.7%	92.8%	88.9%	50.0% to 79.9%		5% of prior 3-yr avg	N/A score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

Report for: The Citadel

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	70.3%	65.5%	71.9%	65.7%	36.0%	to	49.0%	3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	83.5%	78.1%	80.7%	79.4%	75.0%	to	89.0%	3% of prior 3-yr avg	83.2%		2.00

Critical Success Factor 7, Scored Indicator Notes: **7A** as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. **7D** measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and **7E**, *Number of Graduates Who Continued Their Education*, are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :												1.75
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	14.6%	16.3%	14.5%	13.5%	21.0%	to	28.0%	8C1,2,3=	15.9%	1.00	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	83.1%	81.1%	80.5%	80.9%	74.0%	to	82.0%	5% of prior 3-yr avg	85.6%	2.00	
3 % graduate students who are minority (headcount)	Fall 2004	21.7%	22.6%	21.6%	19.6%	10.0%	to	13.0%	and 8C4=	N/A score=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	8.9%	7.9%	8.2%	6.4%	10.0%	to	13.0%	3% of prior 3-yr avg	8.6%	1.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	244.4%	164.7%	84.5%	108.1%	80.0%	to	119.0%	NA		2.00
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Critical Success Factor 9, Scored Indicator Notes: **9A** measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. **9B**, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 6 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.
 Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal : 29.75
 # of indicators averaged 12
 Average: 2.48
 Average / 3.00 Max: 83%
 Category is: "Achieves"



Coastal Carolina University

Sector: Four-Year Colleges and Universities

Ronald R. Ingle, President

755 Highway 544

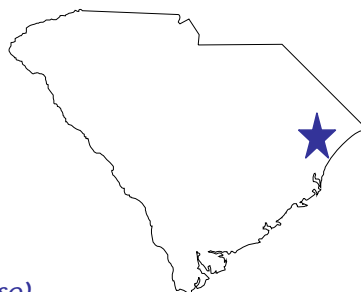
PO Box 261954

Conway, SC 29526-6054

(843) 349-2005

www.coastal.edu

Founded in 1954



2004-05 Performance Year Score

Achieves Standards

75%

2.26 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

Degrees Awarded
FY 2003-04

- Associates
- 768 Bachelor's
- Post Bachelor's Cert.
- 30 Master's
- Post Master's Cert.
- First Professional
- Specialist
- Doctoral

Enrollment Headcount

includes full &
part-time students

7,021

86% of headcount Undergraduate
60% of headcount from SC at entry
15% of headcount Minority

Full-Time

5,392 (77% of headcount)

SAT Average

1032 (1st-time entering
freshmen. Includes
converted ACT
scores.)

Full-Time Faculty

228 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition

Academic Year
2004-05

\$6,100 In-State, Full-Time Student
\$14,150 Out-of-State, Full-Time Student
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey)

* Financial

Dollars In Millions
FY 2002-03

\$55.0 Revenue, excl. auxiliary & hospital
\$53.5 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

14 Indicators

5 Indicators
4 Indicators
3 Indicators
1 Indicators

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Coastal Carolina University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor		Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)			3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable												

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	62%	95% - 99% or if <95% all but 1	N/A					1.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.										3.00

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	92.9%	92.1%	90.6%	88.1%	70.0% to 84.0%	3% of prior 3-yr avg	N/A score=3				3.00
2D Compensation of Faculty :												3.00
Assistant Professor Average	Fall 2004	\$42,781	\$43,592	\$44,887	\$48,248	\$36,840 to \$43,701	For each part, 4% of prior year	N/Ascore=3	3.00			
Associate Professor Average	Fall 2004	\$51,556	\$51,832	\$53,937	\$56,615	\$44,787 to \$53,129		N/Ascore=3	3.00			
Professor Average	Fall 2004	\$62,450	\$63,189	\$62,281	\$68,471	\$56,164 to \$66,624		N/Ascore=3	3.00			

Critical Success Factor 2, Scored Indicator Notes: **2A** for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Report for: Coastal Carolina University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D	Accreditation of Degree-Granting Programs	as of Apr 2005	60%	60%	80%	80%	90%-99% or if <90%, all but 1			N/A			2.00
3E	Institutional emphasis on quality teacher education and reform :												1.63
1	NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES			N/A		Complied	
2a	% students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002			3% of prior 3-yr avg	deferred	deferred	
2b	% students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		80.0%	89.4%	91.1%	85.7%	75.0% to 89.0%			N/Ascore=3	2.00		
3a	% teacher ed. graduates in critical shortage areas	FY 2003-04	8%	6%	9%	19%	20% to 34%			5% of prior 3-yr avg	8%	1.50	
3b	% teacher ed. graduates who are minority		8%	13%	1%	7%	10% to 20%				8%	1.00	

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B	Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	4	2 to 3		N/A	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A	Percentage of Administrative Costs to Academic Costs	FY 2003-04	17.0%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B	SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	82.9%	87.1%	85.6%	86.7%	50.0% to 79.9%		5% of prior 3-yr avg	N/A score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

Report for: Coastal Carolina University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	37.0%	35.2%	36.6%	39.8%	36.0%	to	49.0%	3% of prior 3-yr avg	37.4%		2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	80.0%	89.4%	91.1%	85.7%	75.0%	to	89.0%	3% of prior 3-yr avg	89.4%		2.00

Critical Success Factor 7, Scored Indicator Notes: **7A** as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. **7D** measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and **7E**, *Number of Graduates Who Continued Their Education*, are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :												2.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	15.3%	16.7%	18.9%	20.5%	21.0%	to	28.0%	8C1,2,3=	17.8%	1.50	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	73.0%	80.4%	78.2%	78.2%	74.0%	to	82.0%	5% of prior 3-yr avg	81.1%	2.00	
3 % graduate students who are minority (headcount)	Fall 2004	6.7%	12.9%	22.7%	21.9%	10.0%	to	13.0%	and 8C4=	N/A score=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	4.5%	4.8%	6.4%	6.6%	10.0%	to	13.0%	3% of prior 3-yr avg	5.4%	1.50	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	119.5%	84.0%	109.4%	50.9%	80.0%	to	119.0%	NA		1.00
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Critical Success Factor 9, Scored Indicator Notes: **9A** measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. **9B**, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored indicators.
Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.
Did Not Achieve Standards (scores of 1.00 to 1.99) on 3 scored indicators.
Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal : 27.13
of indicators averaged 12
Average: 2.26
Average / 3.00 Max: 75%
Category is: "Achieves"



College of Charleston

Sector: Four-Year Colleges and Universities

Leo I. Higdon, President
66 George Street
Charleston, SC 29424
(843) 953-5500
www.cofc.edu

Founded in 1770



2004-05 Performance Year Score Exceeds Standards

88%
2.65 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

Degrees Awarded
FY 2003-04

- Associates 2,059
- Bachelor's 2
- Post Bachelor's Cert. 190
- Master's
- Post Master's Cert.
- First Professional
- Specialist
- Doctoral

Enrollment Headcount

includes full &
part-time students

Full-Time

SAT Average

11,607
85% of headcount Undergraduate
65% of headcount from SC at entry
12% of headcount Minority
9,340 (80% of headcount)

1162 (1st-time entering
freshmen. Includes
converted ACT
scores.)

Full-Time Faculty

Tuition Academic Year 2004-05

* Financial Dollars In Millions FY 2002-03

499 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
\$6,202 In-State, Full-Time Student
\$14,140 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; in-state rebate of \$302 not reflected)
\$113.0 Revenue, excl. auxiliary & hospital
\$108.5 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

14 Indicators

7 Indicators
5 Indicators
0 Indicators
1 Indicators

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: College of Charleston

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor						Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)						This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable																

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	100%	95% - 99% or if <95% all but 1	N/A					3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.										3.00

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	90.7%	92.0%	90.0%	88.6%	70.0% to 84.0%	3% of prior 3-yr avg	N/A score=3				3.00
2D Compensation of Faculty :												3.00
Assistant Professor Average	Fall 2004	\$42,888	\$44,028	\$45,268	\$47,196	\$36,840 to \$43,701	For each part, 4% of prior year	N/A score=3	3.00			
Associate Professor Average	Fall 2004	\$53,247	\$53,143	\$53,901	\$57,400	\$44,787 to \$53,129		N/A score=3	3.00			
Professor Average	Fall 2004	\$65,962	\$66,960	\$68,135	\$71,298	\$56,164 to \$66,624		N/A score=3	3.00			

Critical Success Factor 2, Scored Indicator Notes: **2A** for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Report for: College of Charleston

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D	Accreditation of Degree-Granting Programs	as of Apr 2005	86%	88%	88%	88%	90%-99% or if <90%, all but 1			N/A			2.00
3E	Institutional emphasis on quality teacher education and reform :												2.63
1	NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES			N/A		Complied	
2a	% students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002			3% of prior 3-yr avg	deferred	deferred	
2b	% students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		88.6%	91.7%	93.2%	92.2%	75.0% to 89.0%			N/A score=3	3.00		
3a	% teacher ed. graduates in critical shortage areas	FY 2003-04	22%	24%	14%	23%	20% to 34%			5% of prior 3-yr avg	21%	2.50	
3b	% teacher ed. graduates who are minority		11%	10%	12%	11%	10% to 20%				12%	2.00	

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B	Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	3	3	2 to 3		N/A	N/A	2.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A	Percentage of Administrative Costs to Academic Costs	FY 2003-04	15.9%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B	SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	98.1%	99.1%	99.6%	99.5%	50.0% to 79.9%		5% of prior 3-yr avg	N/A score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

Report for: College of Charleston

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	56.6%	53.9%	55.2%	57.5%	36.0%	to	49.0%	3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	88.6%	91.7%	93.2%	92.2%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: **7A** as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. **7D** measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and **7E**, *Number of Graduates Who Continued Their Education*, are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :												2.13
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	16.8%	17.0%	16.3%	15.9%	21.0%	to	28.0%	8C1,2,3=	17.5%	1.00	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	82.8%	82.8%	83.7%	86.3%	74.0%	to	82.0%	5% of prior 3-yr avg	N/A score=3	3.00	
3 % graduate students who are minority (headcount)	Fall 2004	12.2%	10.2%	14.1%	13.7%	10.0%	to	13.0%	and 8C4=	N/A score=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	8.1%	7.4%	8.3%	9.1%	10.0%	to	13.0%	3% of prior 3-yr avg	8.2%	1.50	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	145.0%	157.8%	118.7%	104.7%	80.0%	to	119.0%	NA		2.00
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Critical Success Factor 9, Scored Indicator Notes: **9A** measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. **9B**, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 7 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.
 Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal : 31.76
 # of indicators averaged 12
 Average: 2.65
 Average / 3.00 Max: 88%
 Category is: "Exceeds"

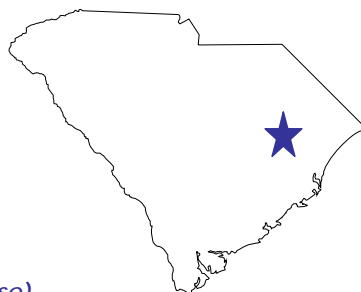


Francis Marion University

Sector: Four-Year Colleges and Universities

Luther F. Carter, President
4822 E. Palmetto Street
PO Box 100547
Florence, SC 29501-0547
(843) 661-1210
www.fmarion.edu

Founded in 1970



2004-05 Performance Year Score Achieves Standards

84%
2.53 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

Degrees Awarded
FY 2003-04

- Associates
- 421 Bachelor's
- Post Bachelor's Cert.
- 83 Master's
- Post Master's Cert.
- First Professional
- Specialist
- Doctoral

Enrollment Headcount
includes full & part-time students

3,698
87% of headcount Undergraduate
95% of headcount from SC at entry
40% of headcount Minority

Full-Time
2,955 (80% of headcount)

SAT Average

948 (1st-time entering freshmen. Includes converted ACT scores.)

Full-Time Faculty 170 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

Tuition Academic Year 2004-05

\$5,540 In-State, Full-Time Student
\$10,945 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

*** Financial Dollars In Millions FY 2002-03**

\$34.7 Revenue, excl. auxiliary & hospital
\$33.6 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

14 Indicators

5 Indicators
6 Indicators
1 Indicators
1 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Francis Marion University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	98%	100%	100%	100%	95% - 99% or if <95% all but 1	N/A					3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.										3.00

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	85.8%	88.4%	87.7%	88.6%	70.0% to 84.0%	3% of prior 3-yr avg	N/A score=3				3.00
2D Compensation of Faculty :												2.67
Assistant Professor Average	Fall 2004	\$41,123	\$41,676	\$42,672	\$44,937	\$36,840 to \$43,701	For each part, 4% of prior year	N/Ascore=3	3.00			
Associate Professor Average	Fall 2004	\$50,676	\$51,972	\$53,524	\$56,514	\$44,787 to \$53,129		N/Ascore=3	3.00			
Professor Average	Fall 2004	\$58,884	\$58,570	\$59,298	\$61,215	\$56,164 to \$66,624		\$61,670	2.00			

Critical Success Factor 2, Scored Indicator Notes: **2A** for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Report for: Francis Marion University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D	Accreditation of Degree-Granting Programs	as of Apr 2005	80%	80%	80%	80%	90%-99% or if <90%, all but 1			N/A			2.00
3E	Institutional emphasis on quality teacher education and reform :												2.75
1	NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES			N/A		Complied	
2a	% students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002			3% of prior 3-yr avg	deferred	deferred	
2b	% students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		76.2%	80.1%	88.7%	98.5%	75.0%	to	89.0%	N/Ascore=3	3.00		
3a	% teacher ed. graduates in critical shortage areas	FY 2003-04	17%	35%	20%	48%	20%	to	34%	5% of prior 3-yr avg	N/Ascore=3	3.00	
3b	% teacher ed. graduates who are minority		22%	13%	31%	20%	10%	to	20%	N/A score=3	2.00		

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B	Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	4	2 to 3		N/A	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A	Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.2%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B	SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	73.7%	71.8%	76.9%	75.3%	50.0% to 79.9%		5% of prior 3-yr avg	77.8%	2.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

Report for: Francis Marion University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	35.8%	39.8%	38.1%	42.0%	36.0%	to	49.0%	3% of prior 3-yr avg	39.0%		2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	76.2%	80.1%	88.7%	98.5%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: **7A** as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. **7D** measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and **7E**, *Number of Graduates Who Continued Their Education*, are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :												2.38
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	34.8%	36.1%	38.3%	43.8%	21.0%	to	28.0%	8C1,2,3=	N/Ascore=3	3.00	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	74.6%	76.4%	78.6%	80.8%	74.0%	to	82.0%	5% of prior 3-yr avg	80.4%	2.50	
3 % graduate students who are minority (headcount)	Fall 2004	27.6%	24.9%	21.5%	24.2%	10.0%	to	13.0%	and 8C4=	N/Ascore=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	6.0%	6.4%	5.9%	5.5%	10.0%	to	13.0%	3% of prior 3-yr avg	6.3%	1.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	211.2%	80.9%	69.3%	53.0%	80.0%	to	119.0%	NA		1.00
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Critical Success Factor 9, Scored Indicator Notes: **9A** measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. **9B**, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored indicators.
Achieved Standards (scores of 2.00 to 2.99) on 6 scored indicators.
Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.
Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal : 30.30
of indicators averaged 12
Average: 2.53
Average / 3.00 Max: 84%
Category is: "Achieves"

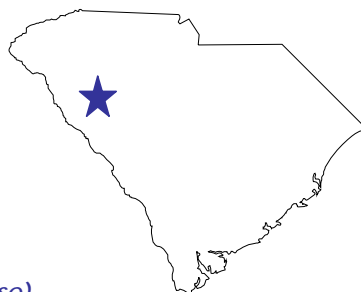


Lander University

Sector: Four-Year Colleges and Universities

Daniel W. Ball, President
320 Stanley Avenue
Greenwood, SC 29649
(864) 388-8300
www.lander.edu

Founded in 1872



2004-05 Performance Year Score Achieves Standards

78%
2.35 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

Degrees Awarded
FY 2003-04

- Associates
- 431 Bachelor's
- Post Bachelor's Cert.
- 42 Master's
- Post Master's Cert.
- First Professional
- Specialist
- Doctoral

Enrollment Headcount
includes full & part-time students

2,918
94% of headcount Undergraduate
95% of headcount from SC at entry
24% of headcount Minority

Full-Time
2,378 (81% of headcount)

SAT Average

961 (1st-time entering freshmen. Includes converted ACT scores.)

Full-Time Faculty 120 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

Tuition Academic Year 2004-05

\$5,866 In-State, Full-Time Student
\$12,034 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

*** Financial Dollars In Millions FY 2002-03**

\$27.0 Revenue, excl. auxiliary & hospital
\$25.4 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

14 Indicators

4 Indicators
7 Indicators
1 Indicators
1 Indicators

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Lander University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart
Indicator Subpart (reference #/letter and descriptive title) if applicable											

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	100%	95% - 99% or if <95% all but 1		N/A			3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									3.00

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	87.0%	88.7%	86.3%	86.7%	70.0%	to	84.0%	3% of prior 3-yr avg	N/A score=3		3.00
2D Compensation of Faculty :												2.33
Assistant Professor Average	Fall 2004	\$43,141	\$43,218	\$41,897	\$43,937	\$36,840	to	\$43,701	For each part, 4% of prior year	N/Ascore=3	3.00	
Associate Professor Average	Fall 2004	\$48,319	\$51,364	\$51,007	\$52,552	\$44,787	to	\$53,129		\$53,047	2.00	
Professor Average	Fall 2004	\$56,318	\$57,229	\$57,008	\$58,422	\$56,164	to	\$66,624		\$59,288	2.00	

Critical Success Factor 2, Scored Indicator Notes: **2A** for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Report for: Lander University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D	Accreditation of Degree-Granting Programs	as of Apr 2005	71%	71%	88%	88%	90%-99% or if <90%, all but 1			N/A			2.00
3E	Institutional emphasis on quality teacher education and reform :												1.75
1	NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES			N/A		Complied	
2a	% students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002			3% of prior 3-yr avg	deferred	deferred	
2b	% students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		76.9%	89.0%	89.5%	73.8%	75.0% to 89.0%				87.7%	1.00	
3a	% teacher ed. graduates in critical shortage areas	FY 2003-04	21%	21%	20%	25%	20% to 34%			5% of prior 3-yr avg	22%	2.50	
3b	% teacher ed. graduates who are minority		3%	16%	4%	14%	10% to 20%				8%	2.50	

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B	Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	3	3	2 to 3		N/A	N/A	2.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A	Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.4%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B	SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	81.5%	84.3%	90.4%	82.1%	50.0% to 79.9%		5% of prior 3-yr avg	N/A score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

Report for: Lander University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	48.0%	47.6%	45.7%	42.9%	36.0%	to	49.0%	3% of prior 3-yr avg	48.5%		2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	79.2%	90.7%	91.8%	79.5%	75.0%	to	89.0%	3% of prior 3-yr avg	89.9%		2.00

Critical Success Factor 7, Scored Indicator Notes: **7A** as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. **7D** measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and **7E**, *Number of Graduates Who Continued Their Education*, are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :												2.13
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	21.4%	21.7%	23.0%	24.8%	21.0%	to	28.0%	8C1,2,3=	23.1%	2.50	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	77.4%	81.1%	75.3%	76.4%	74.0%	to	82.0%	5% of prior 3-yr avg	81.8%	2.00	
3 % graduate students who are minority (headcount)	Fall 2004	13.7%	9.0%	8.5%	15.1%	10.0%	to	13.0%	and 8C4=	N/A score=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	11.2%	10.5%	9.9%	8.4%	10.0%	to	13.0%	3% of prior 3-yr avg	10.8%	1.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	116.2%	111.8%	120.6%	99.7%	80.0%	to	119.0%	NA		2.00
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Critical Success Factor 9, Scored Indicator Notes: **9A** measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. **9B**, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 7 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.
 Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal : 28.21
 # of indicators averaged 12
 Average: 2.35
 Average / 3.00 Max: 78%
 Category is: "Achieves"

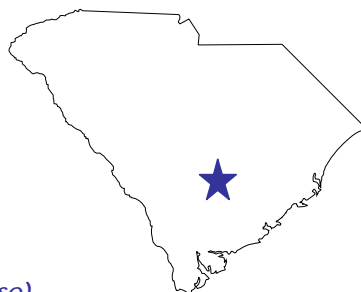


South Carolina State University

Sector: Four-Year Colleges and Universities

Andrew Hugine, Jr., President
300 College Street NE
Orangeburg, SC 29115
(803) 536-7013
www.scsu.edu

Founded in 1896



2004-05 Performance Year Score

Achieves Standards

78%
2.35 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

Degrees Awarded
FY 2003-04

- Associates
- 563 Bachelor's
- Post Bachelor's Cert.
- 142 Master's
- Post Master's Cert.
- First Professional
- 15 Specialist
- 30 Doctoral

Enrollment Headcount

includes full &
part-time students

4,294
86% of headcount Undergraduate
84% of headcount from SC at entry
96% of headcount Minority

Full-Time

3,604 (84% of headcount)

SAT Average

830 (1st-time entering
freshmen. Includes
converted ACT
scores.)

Full-Time Faculty

211 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition

Academic Year
2004-05

\$6,170 In-State, Full-Time Student
\$12,978 Out-of-State, Full-Time Student
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey)

* Financial

Dollars In Millions
FY 2002-03

\$69.3 Revenue, excl. auxiliary & hospital
\$69.5 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

14 Indicators

4 Indicators
4 Indicators
3 Indicators
1 Indicators

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: South Carolina State University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart
Indicator Subpart (reference #/letter and descriptive title) if applicable											

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	95%	96%	99%	86%	95% - 99% or if <95% all but 1	N/A					1.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.										Deferred

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	91.0%	86.8%	86.3%	93.4%	70.0% to 84.0%	3% of prior 3-yr avg	N/A score=3				3.00
2D Compensation of Faculty :												2.83
Assistant Professor Average	Fall 2004	\$45,001	\$44,676	\$44,375	\$47,811	\$36,840 to \$43,701	For each part, 4% of prior year	N/Ascore=3	3.00			
Associate Professor Average	Fall 2004	\$50,748	\$52,725	\$51,394	\$56,815	\$44,787 to \$53,129		N/Ascore=3	3.00			
Professor Average	Fall 2004	\$57,496	\$56,611	\$55,282	\$62,599	\$56,164 to \$66,624		\$57,493	2.50			

Critical Success Factor 2, Scored Indicator Notes: **2A** for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Report for: South Carolina State University

Four-Year Colleges and Universities Sector

<u>Measures Presented by Critical Success Factor</u> <u>Indicator</u> (reference #/letter at far left and title) <u>Indicator Subpart</u> (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				<u>2004-05 Standard</u> "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D	Accreditation of Degree-Granting Programs	as of Apr 2005	71%	71%	71%	93%	90%-99% or if <90%, all but 1			N/A			2.00
3E	Institutional emphasis on quality teacher education and reform :												2.75
1	NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES			N/A		Complied	
2a	% students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002			3% of prior 3-yr avg	deferred	deferred	
2b	% students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		90.6%	80.0%	100.0%	100.0%	75.0% to 89.0%			N/Ascore=3	3.00		
3a	% teacher ed. graduates in critical shortage areas	FY 2003-04	42%	36%	38%	31%	20% to 34%			5% of prior 3-yr avg	41%	2.00	
3b	% teacher ed. graduates who are minority		96%	95%	91%	93%	10% to 20%			N/Ascore=3	3.00		

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B	Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	4	2 to 3		N/A	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A	Percentage of Administrative Costs to Academic Costs	FY 2003-04	17.4%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B	SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	35.5%	41.5%	47.3%	49.9%	50.0% to 79.9%		5% of prior 3-yr avg	43.5%	1.50
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

Report for: South Carolina State University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	45.2%	50.9%	48.6%	52.8%	36.0%	to	49.0%	3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	88.2%	78.8%	82.7%	96.3%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: **7A** as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. **7D** measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and **7E**, *Number of Graduates Who Continued Their Education*, are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :												2.75
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	96.9%	97.9%	98.0%	98.2%	21.0%	to	28.0%	8C1,2,3=5% of prior 3-yr avg	N/Ascore=3	3.00	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	83.6%	84.2%	82.5%	77.8%	74.0%	to	82.0%	3% of prior 3-yr avg	87.6%	2.00	
3 % graduate students who are minority (headcount)	Fall 2004	62.7%	61.8%	69.4%	84.7%	10.0%	to	13.0%	3% of prior 3-yr avg	N/Ascore=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	71.4%	76.3%	72.0%	69.0%	10.0%	to	13.0%		N/Ascore=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	190.9%	230.2%	46.7%	56.4%	80.0%	to	119.0%	NA		1.00
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Critical Success Factor 9, Scored Indicator Notes: **9A** measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. **9B**, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 3 scored indicators.
 Achieved Compliance on 1 indicator, and 2 indicator is deferred.

Subtotal : 25.83
 # of indicators averaged 11
 Average: 2.35
 Average / 3.00 Max: 78%
 Category is: "Achieves"



University of South Carolina Aiken

Sector: Four-Year Colleges and Universities

Thomas L. Hallman, Chancellor
471 University Parkway
Aiken, SC 29801
(803) 641-3434
www.usca.edu

Founded in 1961



2004-05 Performance Year Score Achieves Standards

84%
2.53 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

- 56 Associates
- 488 Bachelor's
 - Post Bachelor's Cert.
- 10 Master's
 - Post Master's Cert.
 - First Professional
 - Specialist
 - Doctoral

**Enrollment
Headcount**
includes full &
part-time students

3,382
97% of headcount Undergraduate
87% of headcount from SC at entry
27% of headcount Minority

Full-Time
2,353 (70% of headcount)

**SAT
Average**

977 (1st-time entering
freshmen. Includes
converted ACT
scores.)

**Full-Time
Faculty**

148 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$5,622 In-State, Full-Time Student
\$11,264 Out-of-State, Full-Time Student
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey)

*** Financial**
Dollars In Millions
FY 2002-03

\$32.2 Revenue, excl. auxiliary & hospital
\$30.4 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

14 Indicators

5 Indicators
6 Indicators
1 Indicators
1 Indicators

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
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Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: USC Aiken

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor						Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)						This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable																

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	100%	95% - 99% or if <95% all but 1	N/A					3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.										3.00

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	91.2%	90.4%	93.9%	94.3%	70.0% to 84.0%	3% of prior 3-yr avg	N/A score=3				3.00
2D Compensation of Faculty :												2.67
Assistant Professor Average	Fall 2004	\$44,560	\$45,145	\$43,641	\$45,473	\$36,840 to \$43,701	For each part, 4% of prior year	N/Ascore=3	3.00			
Associate Professor Average	Fall 2004	\$49,345	\$51,301	\$51,849	\$54,798	\$44,787 to \$53,129		N/Ascore=3	3.00			
Professor Average	Fall 2004	\$63,226	\$64,465	\$63,915	\$66,002	\$56,164 to \$66,624		\$66,472	2.00			

Critical Success Factor 2, Scored Indicator Notes: **2A** for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Report for: USC Aiken

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D	Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1			N/A			3.00
3E	Institutional emphasis on quality teacher education and reform :												2.38
1	NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES			N/A		Complied	
2a	% students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002			3% of prior 3-yr avg	deferred	deferred	
2b	% students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		88.8%	89.3%	87.7%	91.0%	75.0% to 89.0%			N/A score=3	3.00		
3a	% teacher ed. graduates in critical shortage areas	FY 2003-04	9%	5%	7%	13%	20% to 34%			5% of prior 3-yr avg	7%	1.50	
3b	% teacher ed. graduates who are minority		20%	19%	17%	11%	10% to 20%				20%	2.00	

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B	Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	3	3	2 to 3		N/A	N/A	2.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A	Percentage of Administrative Costs to Academic Costs	FY 2003-04	16.7%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B	SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	81.7%	88.7%	82.5%	87.9%	50.0% to 79.9%		5% of prior 3-yr avg	N/A score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

Report for: USC Aiken

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	39.6%	36.2%	44.6%	40.0%	36.0%	to	49.0%	3% of prior 3-yr avg	41.3%		2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	84.3%	87.1%	84.8%	88.8%	75.0%	to	89.0%	3% of prior 3-yr avg	88.0%		2.50

Critical Success Factor 7, Scored Indicator Notes: **7A** as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. **7D** measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and **7E**, *Number of Graduates Who Continued Their Education*, are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :												1.75
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	24.3%	25.1%	23.5%	26.2%	21.0%	to	28.0%	8C1,2,3=	25.5%	2.50	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	76.2%	78.7%	70.3%	73.9%	74.0%	to	82.0%	5% of prior 3-yr avg	78.8%	1.00	
3 % graduate students who are minority (headcount)	Fall 2004	16.1%	17.5%	9.7%	9.6%	10.0%	to	13.0%	and 8C4=	15.2%	1.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.1%	10.9%	11.3%	11.2%	10.0%	to	13.0%	3% of prior 3-yr avg	10.7%	2.50	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	93.5%	107.7%	109.9%	101.6%	80.0%	to	119.0%	NA		2.00
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Critical Success Factor 9, Scored Indicator Notes: **9A** measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. **9B**, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 6 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.
 Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal : 30.30
 # of indicators averaged 12
 Average: 2.53
 Average / 3.00 Max: 84%
 Category is: "Achieves"



University of South Carolina Beaufort

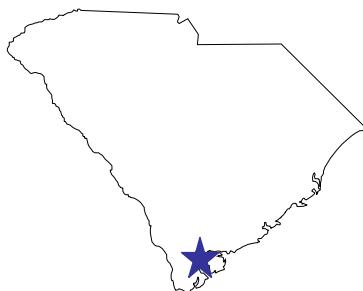
Sector: Four-Year Colleges and Universities (*)

* Approved as a four-year degree-granting institution in June 2002.
A performance plan is in place for USC Beaufort during the transition period. See Score Summary below.

Jane Upshaw, Chancellor

801 Carteret Street
Beaufort, SC 29902-4602
(843) 521-4114
www.sc.edu/beaufort

Founded in 1959



2004-05 Performance Year Score

Achieves Standards

82%

2.45 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2004 data unless noted otherwise)

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

Degrees Awarded

FY 2003-04

- 73 Associates
- Bachelor's
 - Post Bachelor's Cert.
 - Master's
 - Post Master's Cert.
 - First Professional
 - Specialist
 - Doctoral

Enrollment Headcount

includes full &
part-time students

1,277

100% of headcount Undergraduate
77% of headcount from SC at entry
27% of headcount Minority

Full-Time

587 (46% of headcount)

SAT Average

954 (1st-time entering
freshmen. Includes
converted ACT
scores.)

Full-Time Faculty

42 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition Academic Year 2004-05

\$4,670 In-State, Full-Time Student
\$11,060 Out-of-State, Full-Time Student
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey)

* Financial Dollars In Millions FY 2002-03

\$11.3 Revenue, excl. auxiliary & hospital
\$8.0 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook. Details for USC Beaufort's transition plan are on pages II.195-200 of the Workbook.

Total Scored Indicators (See the following pages for details by indicator)

- Exceeded Standards (or received scores of 3) on
- Achieved Standards (or received scores of 2.00-2.99) on
- Did Not Achieve Standards (or received scores of 1.00-1.99) on
- Achieved Compliance (or received scores of "Complied") on

3 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

11 Indicators

- 2 Indicators
- 5 Indicators
- 0 Indicators
- 1 Indicators

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Note: USC Beaufort was approved as a baccalaureate degree-granting institution in June 2002. The institution is currently following a transition plan for performance funding. Indicators and standards apply per the four-year college and universities sector definitions except as noted below in the notes section for each critical success factor. Several indicators are deferred until USC Beaufort has baccalaureate graduates. Please see the current Performance Funding Workbook, pages II.195-200, for transition plan details.

Report for: USC Beaufort		Approved as baccalaureate degree-granting institution Jun 2002						Four-Year Colleges and Universities Sector				
Measures Presented by Critical Success Factor		Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)			3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"2" if at/within range		Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable		"1" if <# shown					"3" if ># shown					

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	N/A	N/A	N/A		95% - 99% or if <95% all but 1	N/A				3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									Deferred

Critical Success Factor 1, Scored Indicator Notes: 1B for USC B as it transitions to four-year status was measured in 2003-04 as a compliance indicator based on timely activity in seeking CHE program approvals. In 2004-05, 1B was based on the number of programs approved. For 2005-06, the institution is measured per the teaching sector measure for this indicator. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	85.7%	84.2%	85.7%	89.3%	70.0%	to	84.0%	3% of prior 3-yr avg	N/A score=3		3.00
2D Compensation of Faculty :												2.67
Assistant Professor Average	Fall 2004	\$35,294	\$39,271	\$42,679	\$44,224	\$36,840	to	\$43,701	For each part, 4% of prior year	N/A score=3	3.00	
Associate Professor Average	Fall 2004	\$44,085	\$48,494	\$50,542	\$52,665	\$44,787	to	\$53,129		\$52,564	2.50	
Professor Average	Fall 2004	\$54,416	\$57,844	\$57,114	\$62,865	\$56,164	to	\$66,624		\$59,399	2.50	

Critical Success Factor 2, Scored Indicator Notes: 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D for USC B** applied as a transition measure last year. In Yr 8, 2D applies per definition for others and measures of average faculty salary by rank, except instructor.

Report for: USC Beaufort		Approved as baccalaureate degree-granting institution Jun 2002						Four-Year Colleges and Universities Sector					
Measures Presented by Critical Success Factor		Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score		
Indicator (reference #/letter at far left and title)			This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"2" if at/within range					
Indicator Subpart (reference #/letter and descriptive title) if applicable		"1" if <# shown						"3" if ># shown		Factor Applied	> or = to # shown	Subpart	Indicator

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs													as of Apr 2005	N/A	NO	YES	N/A	N/A		N/A			n/a
3E Institutional emphasis on quality teacher education and reform :																							
1 NCATE accreditation		Spring 2004		Deferred until teacher education program and graduates.																			
2a % students passing PRAXIS II - Professional Knowledge		as of Apr 2005																					
2b % students passing PRAXIS II (or NTE) - Specialty Area Exams																							
3a % teacher ed. graduates in critical shortage areas		Spring 2005																					
3b % teacher ed. graduates who are minority																							

Critical Success Factor 3, Scored Indicator Notes: **3D for USC B** was measure in 2002-03 and 2003-04 based on compliance in pursuing SACS accreditation at the 4-year level. USC B earned accreditation at the 4-yr level in June 2004. The measure will be considered be teaching sector measure and standards as of 2004-05. **3E** is a multi-part measure for teaching sector institutions focusing on teacher education. **3E** will apply once USC B has teacher education graduates.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B	Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2004-05	not avail	not avail	4	3	2	to	3	N/A		2.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The measure is a 4-part measure that assess compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A	Percentage of Administrative Costs to Academic Costs	FY 2004-05	20.1%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		Deferred
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Critical Success Factor 5, Scored Indicator Notes: **5A** measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B	SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	47.2%	46.4%	54.4%	66.5%	50.0%	to	79.9%	5% of prior 3-yr avg	N/A	2.50
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Critical Success Factor 6, Scored Indicator Notes: **6A combined with 6B** measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. **Note: In 2002-03 and 2004-05 regional campus standards applied. As of 2004-05, teaching sector standards apply.**

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

Report for: USC Beaufort		Approved as baccalaureate degree-granting institution Jun 2002						Four-Year Colleges and Universities Sector				
<u>Measures Presented by Critical Success Factor</u>		Measure Timeframe	Institution's Performance				<u>2004-05 Standard</u>		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
<u>Indicator</u> (reference #/letter at far left and title)							"2" if at/within range					
<u>Indicator Subpart</u> (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	Indicator 7E defined for regional campuses applies until USC B has baccalaureate graduates. (See 7E below)									
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	Deferred until USC B has programs yielding student results on examinations considered.									N/A
7E	Number of Graduates Who Continued Their Education	1998 cohort	28.4%	33.3%	38.1%	25.7%	25.0%	to	40.0%	3% of prior 3-yr avg	34.3%	2.00

Critical Success Factor 7, Scored Indicator Notes: 7A is deferred for USC B as it transitions to 4-year status. For research and teaching sectors, 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. USC B is instead measured on 7E for the regional campuses sector which measures the percent of first-time, full-time degree-seeking students (associate-level students) who earn a baccalaureate degree within 6 years from an in-state public institution or out-of-state institution for which there is available information. 7D, a measure of the percent of total students taking certification examinations who pass the examination, is deferred for USC B until it has relevant programs. Indicators 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are not applicable to this sector.

Status of other indicators: Indicator 7F, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C	Accessibility to the Institution of All Citizens of the State :		2.00									
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	27.7%	31.1%	28.7%	27.9%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	30.6%	2.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	39.2%	53.4%	50.7%	59.2%	74.0%	to	82.0%		50.2%	1.50
3	% graduate students who are minority (headcount)	Fall 2004	deferred								N/A	deferred
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	5.6%	6.4%	7.9%	11.3%	10.0%	to	13.0%		6.8%	2.50

Critical Success Factor 8, Scored Indicator Notes: For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 for USC B is deferred until the institution has graduate-level programs.

Status of other indicators: Indicator 8A, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	Deferred until USC B has a baccalaureate teacher education program in operation.									Deferred
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. As USC B transitions to 4-year status, this indicator is deferred until USC B has a teacher education program in operation. 9B, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

11 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 2 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicator.
 Achieved Compliance on 1 indicators, and 3 indicators are deferred.

Subtotal : 17.17
 # of indicators averaged 7
 Average: 2.45
 Average / 3.00 Max: 82%
 Category is: "Achieves"

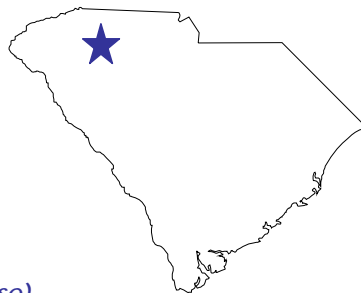


University of South Carolina Upstate

Sector: Four-Year Colleges and Universities

John C. Stockwell, Chancellor
800 University Way
Spartanburg, SC 29303
(864) 503-5200
www.uscupstate.edu

Founded in 1967



2004-05 Performance Year Score Achieves Standards

83%
2.49 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

61 Associates
722 Bachelor's
- Post Bachelor's Cert.
10 Master's
- Post Master's Cert.
- First Professional
- Specialist
- Doctoral

Enrollment Headcount includes full & part-time students	4,370
	98% of headcount Undergraduate
	93% of headcount from SC at entry
	30% of headcount Minority
Full-Time	3,411 (78% of headcount)
SAT Average	1009 (1st-time entering freshmen. Includes converted ACT scores.)

Full-Time Faculty	184 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
Tuition Academic Year 2004-05	\$6,060 In-State, Full-Time Student \$12,304 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
* Financial Dollars In Millions FY 2002-03	\$41.3 Revenue, excl. auxiliary & hospital \$40.5 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

14 Indicators

6 Indicators
4 Indicators
2 Indicators
1 Indicators

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: USC Upstate

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor						Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)						This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable																

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	90%	95% - 99% or if <95% all but 1	N/A					1.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.										1.00

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	96.1%	93.8%	97.5%	93.2%	70.0% to 84.0%	3% of prior 3-yr avg	N/A score=3				3.00
2D Compensation of Faculty :												2.67
Assistant Professor Average	Fall 2004	\$41,655	\$42,656	\$42,461	\$44,287	\$36,840 to \$43,701	For each part, 4% of prior year	score=3	3.00			
Associate Professor Average	Fall 2004	\$49,367	\$51,078	\$51,695	\$53,519	\$44,787 to \$53,129		score=3	3.00			
Professor Average	Fall 2004	\$60,143	\$60,808	\$60,819	\$61,430	\$56,164 to \$66,624		\$63,252	2.00			

Critical Success Factor 2, Scored Indicator Notes: **2A** for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Report for: USC Upstate

Four-Year Colleges and Universities Sector

<u>Measures Presented by Critical Success Factor</u> <u>Indicator</u> (reference #/letter at far left and title) <u>Indicator Subpart</u> (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				<u>2004-05 Standard</u> "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	80%	80%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
3E Institutional emphasis on quality teacher education and reform :											2.25
1 NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES		N/A		Complied	
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002		3% of prior 3-yr avg	deferred	deferred	
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		74.4%	81.0%	79.7%	87.6%	75.0% to 89.0%			80.7%	2.50	
3a % teacher ed. graduates in critical shortage areas	FY 2003-04	12%	13%	12%	15%	20% to 34%		5% of prior 3-yr avg	13%	1.50	
3b % teacher ed. graduates who are minority		10%	15%	12%	15%	10% to 20%			13%	2.50	

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	4	2	to	3	N/A	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	18.5%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	71.1%	74.4%	85.1%	87.6%	50.0%	to	79.9%	5% of prior 3-yr avg	N/A score=3		3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

Report for: USC Upstate

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	34.2%	36.1%	34.9%	41.3%	36.0%	to	49.0%	3% of prior 3-yr avg	36.1%		2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	79.4%	80.8%	89.2%	89.3%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: **7A** as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. **7D** measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and **7E**, *Number of Graduates Who Continued Their Education*, are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :												2.50
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	29.1%	29.3%	30.7%	30.9%	21.0%	to	28.0%	8C1,2,3=	N/A score=3	3.00	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	74.7%	75.5%	75.7%	76.1%	74.0%	to	82.0%	5% of prior 3-yr avg	79.1%	2.00	
3 % graduate students who are minority (headcount)	Fall 2004	5.3%	2.7%	7.3%	11.8%	10.0%	to	13.0%	and 8C4=	5.4%	2.50	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	10.4%	12.8%	10.2%	12.2%	10.0%	to	13.0%	3% of prior 3-yr avg	11.5%	2.50	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	207.8%	129.4%	311.7%	300.1%	80.0%	to	119.0%	NA		3.00
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Critical Success Factor 9, Scored Indicator Notes: **9A** measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. **9B**, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 6 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 2 scored indicators.
 Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal : 29.92
 # of indicators averaged 12
 Average: 2.49
 Average / 3.00 Max: 83%
 Category is: "Achieves"



Winthrop University

Sector: Four-Year Colleges and Universities

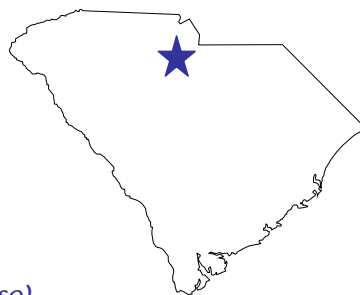
Anthony J. DiGiorgio, President

701 Oakland Avenue
Rock Hill, SC 29733

(803) 323-2225

www.winthrop.edu

Founded in 1886



2004-05 Performance Year Score Substantially Exceeds Standards

96%
2.88 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

Degrees Awarded
FY 2003-04

- Associates
- 881 Bachelor's
- 10 Post Bachelor's Cert.
- 265 Master's
- Post Master's Cert.
- First Professional
- 9 Specialist
- Doctoral

Enrollment Headcount
includes full & part-time students

6,447

- 81% of headcount Undergraduate
- 85% of headcount from SC at entry
- 28% of headcount Minority

Full-Time 4,944 (77% of headcount)

SAT Average

1051 (1st-time entering freshmen. Includes converted ACT scores.)

Full-Time Faculty

262 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

Tuition Academic Year 2004-05

\$7,816 In-State, Full-Time Student
\$14,410 Out-of-State, Full-Time Student
(includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

*** Financial Dollars In Millions FY 2002-03**

\$65.4 Revenue, excl. auxiliary & hospital
\$63.5 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

14 Indicators

8 Indicators
3 Indicators
0 Indicators
1 Indicators

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
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Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Winthrop University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart
Indicator Subpart (reference #/letter and descriptive title) if applicable											

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	100%	95% - 99% or if <95% all but 1		N/A			3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									Deferred

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	89.9%	88.9%	89.4%	89.6%	70.0%	to	84.0%	3% of prior 3-yr avg	N/A score=3		3.00
2D Compensation of Faculty :												2.83
Assistant Professor Average	Fall 2004	\$42,723	\$44,216	\$45,908	\$47,433	\$36,840	to	\$43,701	For each part, 4% of prior year	N/A score=3	3.00	
Associate Professor Average	Fall 2004	\$49,376	\$53,635	\$54,456	\$57,919	\$44,787	to	\$53,129		N/A score=3	3.00	
Professor Average	Fall 2004	\$58,105	\$61,587	\$62,403	\$65,448	\$56,164	to	\$66,624		\$64,899	2.50	

Critical Success Factor 2, Scored Indicator Notes: **2A** for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Report for: Winthrop University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor <u>Indicator</u> (reference #/letter at far left and title) <u>Indicator Subpart</u> (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D	Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1			N/A			3.00
3E	Institutional emphasis on quality teacher education and reform :												3.00
1	NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES			N/A		Complied	
2a	% students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002			3% of prior 3-yr avg	deferred	deferred	
2b	% students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		92.3%	92.0%	94.3%	91.2%	75.0% to 89.0%			N/A score=3	3.00		
3a	% teacher ed. graduates in critical shortage areas	FY 2003-04	50%	44%	42%	43%	20% to 34%			5% of prior 3-yr avg	N/A score=3	3.00	
3b	% teacher ed. graduates who are minority		22%	24%	23%	24%	10% to 20%			N/A score=3	3.00		

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B	Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	4	2 to 3		N/A	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A	Percentage of Administrative Costs to Academic Costs	FY 2003-04	18.6%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B	SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	93.3%	95.8%	97.7%	98.2%	50.0% to 79.9%		5% of prior 3-yr avg	N/A score=3		3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

Report for: Winthrop University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	55.4%	55.0%	54.8%	56.1%	36.0%	to	49.0%	3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	92.3%	92.0%	94.3%	91.2%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: **7A** as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. **7D** measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and **7E**, *Number of Graduates Who Continued Their Education*, are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :												2.88
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	30.5%	30.7%	31.4%	32.4%	21.0%	to	28.0%	8C1,2,3=	N/A score=3	3.00	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	85.3%	84.7%	84.3%	83.9%	74.0%	to	82.0%	5% of prior 3-yr avg	N/A score=3	3.00	
3 % graduate students who are minority (headcount)	Fall 2004	17.6%	20.8%	21.3%	18.8%	10.0%	to	13.0%	and 8C4=	N/A score=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.7%	9.9%	9.9%	10.1%	10.0%	to	13.0%	3% of prior 3-yr avg	10.1%	2.50	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	253.0%	176.3%	118.4%	96.3%	80.0%	to	119.0%	NA		2.00
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Critical Success Factor 9, Scored Indicator Notes: **9A** measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. **9B**, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 8 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.
 Achieved Compliance on 1 indicator, and 2 indicator is deferred.

Subtotal : 31.71
 # of indicators averaged 11
 Average: 2.88
 Average / 3.00 Max: 96%
 Category is: "Substantially Exceeds"

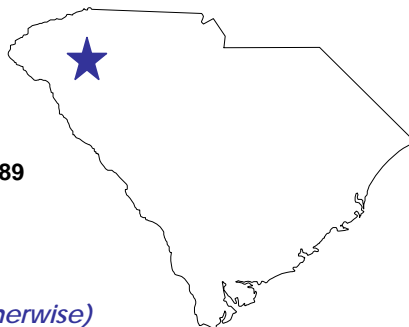


Clemson University

Sector: Research Institutions

James F. Barker, President
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Clemson University
Clemson, SC 29634-5002
(864) 656-3413
www.clemson.edu

Founded in 1889



2004-05 Performance Year Score Exceeds Standards

93%
2.80 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

- Associates 3,020
- Bachelor's 772
- Master's 772
- Post Master's Cert. 8
- First Professional 113
- Specialist
- Doctoral

**Enrollment
Headcount**
includes full &
part-time students

17,110
81% of headcount Undergraduate
65% of headcount from SC at entry
10% of headcount Minority

Full-Time
15,194 (89% of headcount)

**SAT
Average**
1199 (1st-time entering
freshmen. Includes
converted ACT
scores.)

**Full-Time
Faculty**
1,062 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

**Tuition
Academic Year
2004-05**
\$7,840 In-State, Full-Time Student
\$16,404 Out-of-State, Full-Time Student
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey)

*** Financial
Dollars In Millions
FY 2002-03**
\$423.5 Revenue, excl. auxiliary & hospital
\$393.8 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on	8 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	2 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	0 Indicators
Achieved Compliance (or received scores of "Complied") on	1 Indicators

3 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

14 Indicators

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Clemson University

Research Institutions Sector

Measures Presented by Critical Success Factor		Measure Timeframe		Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable													

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission		as of Apr 2005	98%	100%	100%	100%	95% - 99% or if <95% all but 1		N/A				3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)		FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.										Deferred

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A	Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	97.7%	96.5%	97.6%	96.2%	75.0%	to	84.0%	3% of prior 3-yr avg	N/A score=3		3.00
2D	Compensation of Faculty :												3.00
	Assistant Professor Average	Fall 2004	\$52,589	\$54,668	\$56,143	\$60,213	\$42,773	to	\$50,740	For each part, 4% of prior year	N/A score=3	3.00	
	Associate Professor Average	Fall 2004	\$61,793	\$63,062	\$64,342	\$67,217	\$50,643	to	\$60,075		N/A score=3	3.00	
	Professor Average	Fall 2004	\$80,353	\$83,949	\$85,956	\$90,644	\$69,559	to	\$82,514		N/A score=3	3.00	

Critical Success Factor 2, Scored Indicator Notes: **2A** for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Report for: **Clemson University**

Research Institutions Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A			3.00
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Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. For research institutions with teacher education programs, **3E**, *Institutional Emphasis on Quality Teacher Education and Reform*, is measured through **3D**, *Accreditation of Programs*, which includes NCATE accreditation and **7D**, *Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests*, which includes teacher certification examinations.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry	FY 04 / FYs 01,02,03 Avg	44	46	56	60	52 to 56		N/A			3.00
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Critical Success Factor 4, Scored Indicator Notes: 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for five years, including last year, on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system. The institutions are measured in this year and in the next three collectively (provided each meets its own minimum level) on the percent increase of collaborations over the average of the three preceding years. For details, see pages II.85-90 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	5.9%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% of prior 3-yr avg	deferred		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For research institutions, unrestricted and restricted funds have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	98.4%	99.1%	99.1%	99.3%	75.0% to 89.9%		5% of prior 3-yr avg	N/A score=3		3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. A comparable measure is defined for MUSC.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	68.9%	71.7%	72.0%	72.2%	64.0% to 67.0%		3% of prior 3-yr avg	N/A score=3		3.00
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Report for: **Clemson University**

Research Institutions Sector

Measures Presented by Critical Success Factor		Measure Timeframe		Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests		Apr 1, 2003 - Mar 31, 2004		85.3%	87.7%	89.5%	92.4%	75.0%	to 89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. A comparable measure of 7A for MUSC related to graduate students has been defined. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. As of Year 7, Indicators 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and 7E, *Number of Graduates Who Continued Their Education*, have been redefined and are not applicable to this sector.

Status of other indicators: Indicator 7F, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :		2.00											
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	12.2%	11.5%	11.5%	11.2%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	12.3%	1.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	92.4%	87.7%	89.4%	90.3%	78.0%	to	87.0%		N/A score=3	3.00	
3	% graduate students who are minority (headcount)	Fall 2004	7.2%	7.6%	7.6%	8.2%	10.0%	to	13.0%		7.8%	1.50	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.6%	9.8%	9.9%	10.7%	10.0%	to	13.0%		10.1%	2.50	

Critical Success Factor 8, Scored Indicator Notes: For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator 8A, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	132.5%	190.9%	129.1%	91.9%	80.0%	to	119.0%	N/A		2.00
9B	Amount of Public and Private Sector Grants	FY 04 / FYs 01,02,03 Avg	123.3%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 9B			N/A		Deferred

Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. A comparable measure of 9A for MUSC has been defined that measures grants and awards expended to support the improvement in child and adolescent (preK-Grade 12 aged children) health. 9B measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years. 9B measurement and scoring has been deferred since 2003-04 due to changes in federal reporting of financial data that affects all public higher education institutions. The measure is under revision for future years.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 8 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.
 Achieved Compliance on 1 indicator, and 3 indicators are deferred from scoring.

Subtotal : 28.00
 # of indicators averaged 10
 Average: 2.80
 Average / 3.00 Max: 93%
 Category is: "Exceeds"

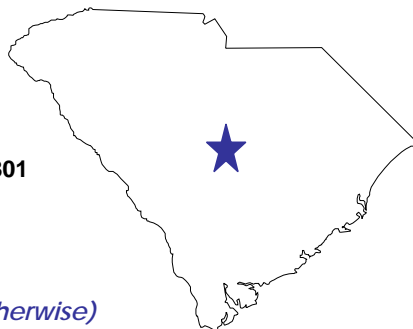


University of South Carolina Columbia

Sector: Research Institutions

Andrew A. Sorensen, President
Bull and Pendleton Streets
Osborne Administration Building
Columbia, SC 29208
(803) 777-2001
www.sc.edu

Founded in 1801



2004-05 Performance Year Score Substantially Exceeds Standards

95%
2.85 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

Degrees Awarded
FY 2003-04

- 12 Associates
- 2,991 Bachelor's
- 44 Post Bachelor's Cert.
- 1,855 Master's
- Post Master's Cert.
- 380 First Professional
- 46 Specialist
- 241 Doctoral

Enrollment Headcount
includes full & part-time students

25,596

- 69% of headcount Undergraduate
- 76% of headcount from SC at entry
- 18% of headcount Minority

Full-Time

20,307 (79% of headcount)

SAT Average

1147 (1st-time entering freshmen. Includes converted ACT scores.)

Full-Time Faculty

1,444 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

Tuition Academic Year 2004-05

\$6,416 In-State, Full-Time Student
\$16,784 Out-of-State, Full-Time Student
(includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excludes medicine and law)

*** Financial Dollars In Millions FY 2002-03**

\$504.7 Revenue, excl. auxiliary & hospital
\$453.0 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

14 Indicators

- 9 Indicators
- 2 Indicators
- 0 Indicators
- 1 Indicators

2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: University of South Carolina Columbia

Research Institutions Sector

Measures Presented by Critical Success Factor		Measure Timeframe		Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable													

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission		as of Apr 2005	100%	100%	100%	99%	95% - 99% or if <95% all but 1		N/A				2.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)		FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.										3.00

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions		Fall 2004	93.6%	94.4%	95.4%	95.7%	75.0% to 84.0%		3% of prior 3-yr avg	N/A score=3			3.00
2D Compensation of Faculty :													3.00
Assistant Professor Average		Fall 2004	\$55,084	\$56,495	\$58,423	\$62,675	\$44,718	to \$53,047	For each part, 4% of prior year	N/A score=3	3.00		
Associate Professor Average		Fall 2004	\$65,843	\$65,777	\$65,860	\$69,501	\$52,038	to \$61,730		N/A score=3	3.00		
Professor Average		Fall 2004	\$90,218	\$90,622	\$91,164	\$96,045	\$71,798	to \$85,171		N/A score=3	3.00		

Critical Success Factor 2, Scored Indicator Notes: **2A** for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Report for: University of South Carolina Columbia

Research Institutions Sector

Measures Presented by Critical Success Factor		Measure Timeframe		Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable													

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A				3.00
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Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. For research institutions with teacher education programs, **3E**, *Institutional Emphasis on Quality Teacher Education and Reform*, is measured through **3D**, *Accreditation of Programs*, which includes NCATE accreditation and **7D**, *Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests*, which includes teacher certification examinations.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry	FY 04 / FYs 01,02,03 Avg	44	46	56	60	52 to 56		N/A				3.00
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Critical Success Factor 4, Scored Indicator Notes: 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for five years, including last year, on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system. The institutions are measured in this year and in the next three collectively (provided each meets its own minimum level) on the percent increase of collaborations over the average of the three preceding years. For details, see pages II.85-90 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	7.6%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% of prior 3-yr avg	deferred			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For research institutions, unrestricted and restricted funds have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	96.4%	98.1%	99.1%	99.2%	75.0% to 89.9%		5% of prior 3-yr avg	N/A score=3			3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. A comparable measure is defined for MUSC.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	58.2%	59.8%	61.2%	63.9%	53.0% to 61.0%		3% of prior 3-yr avg	N/A score=3			3.00
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Report for: University of South Carolina Columbia

Research Institutions Sector

Measures Presented by Critical Success Factor		Measure Timeframe		Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable													
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests		Apr 1, 2003 - Mar 31, 2004		92.0%	94.5%	90.9%	90.7%	75.0%	to 89.0%	3% of prior 3-yr avg	N/A score=3		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. A comparable measure of 7A for MUSC related to graduate students has been defined. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. As of Year 7, Indicators 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and 7E, *Number of Graduates Who Continued Their Education*, have been redefined and are not applicable to this sector.

Status of other indicators: Indicator 7F, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :													2.38
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	24.5%	23.8%	22.5%	21.8%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	24.8%	2.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	85.7%	87.0%	86.0%	86.8%	78.0%	to	87.0%		90.5%	2.00	
3	% graduate students who are minority (headcount)	Fall 2004	14.7%	16.3%	16.4%	16.4%	10.0%	to	13.0%		N/A score=3	3.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.3%	10.0%	10.8%	11.5%	10.0%	to	13.0%		10.3%	2.50	

Critical Success Factor 8, Scored Indicator Notes: For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator 8A, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	121.2%	146.6%	220.1%	124.6%	80.0%	to	119.0%	N/A		3.00
9B	Amount of Public and Private Sector Grants	FY 04 / FYs 01,02,03 Avg	123.0%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 9B			N/A		Deferred

Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. A comparable measure of 9A for MUSC has been defined that measures grants and awards expended to support the improvement in child and adolescent (preK-Grade 12 aged children) health. 9B measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years. 9B measurement and scoring has been deferred since 2003-04 due to changes in federal reporting of financial data that affects all public higher education institutions. The measure is under revision for future years.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 9 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.
 Achieved Compliance on 1 indicator, and 2 indicators are deferred from scoring.

Subtotal : 31.38
 # of indicators averaged 11
 Average: 2.85
 Average / 3.00 Max: 95%
 Category is: "Substantially Exceeds"



Medical University of South Carolina

Sector: Research Institutions

Raymond S. Greenberg, President

171 Ashley Avenue
Charleston, SC 29425
(843) 792-2300
www.musc.edu

Founded in 1824



2004-05 Performance Year Score Exceeds Standards

94%
2.81 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

- Associates 166 Bachelor's
- 3 Post Bachelor's Cert.
- 229 Master's
- Post Master's Cert.
- 239 First Professional
- Specialist
- 30 Doctoral

**Enrollment
Headcount**
includes full &
part-time students

2,433
14% of headcount Undergraduate
81% of headcount from SC at entry
16% of headcount Minority

Full-Time
2,171 (89% of headcount)

**SAT
Average**

N/A (1st-time entering
freshmen. Includes
converted ACT
scores.)

**Full-Time
Faculty** 710 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

**Tuition
Academic Year
2004-05**

\$8,368 In-State, Full-Time Student
\$23,144 Out-of-State, Full-Time Student
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excludes medicine & dentistry)

*** Financial
Dollars In Millions
FY 2002-03**

\$362.9 Revenue, excl. auxiliary & hospital
\$351.0 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

14 Indicators
8 Indicators
2 Indicators
0 Indicators
1 Indicators

3 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Medical University of South Carolina

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	100%	95% - 99% or if <95% all but 1	N/A				3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									Deferred

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	98.1%	99.2%	99.2%	99.2%	75.0% to 84.0%	3% of prior 3-yr avg	N/A score=3			3.00
2D Compensation of Faculty :											3.00
Assistant Professor Average	Fall 2004	\$57,307	\$66,421	\$65,362	\$70,355	\$54,028 to \$64,091	For each part, 4% of prior year	N/A score=3	3.00		
Associate Professor Average	Fall 2004	\$68,457	\$76,241	\$75,690	\$81,637	\$62,855 to \$74,562		N/A score=3	3.00		
Professor Average	Fall 2004	\$99,125	\$101,016	\$104,180	\$109,415	\$79,965 to \$94,858		N/A score=3	3.00		

Critical Success Factor 2, Scored Indicator Notes: **2A** for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Report for: Medical University of South Carolina

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A		3.00
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Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. For research institutions with teacher education programs, **3E**, *Institutional Emphasis on Quality Teacher Education and Reform*, is measured through **3D**, *Accreditation of Programs*, which includes NCATE accreditation and **7D**, *Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests*, which includes teacher certification examinations.

Status of other indicators: Indicators **3A**, *Class Size and Student/Teacher Ratios*, and **3B**, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C**, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry	FY 04 / FYs 01,02,03 Avg	44	46	56	60	52	to	56	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for five years, including last year, on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system. The institutions are measured in this year and in the next three collectively (provided each meets its own minimum level) on the percent increase of collaborations over the average of the three preceding years. For details, see pages II.85-90 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	12.4%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% of prior 3-yr avg	deferred		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For research institutions, unrestricted and restricted funds have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B**, *Use of Best Management Practices*; **5C**, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and **5D**, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B Entrance Examination Scores, College Grade Point Average and College Rank of Entering Graduate and First Professional Students.	Fall 2004	94.4%	93.5%	95.2%	96.0%	70.0%	to	85.0%	5% of prior 3-yr avg	N/A score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: A comparable measure to that used for **6A combined with 6B** as applicable to other four-year institutions was defined for MUSC. For MUSC, 6A/B measures the percent of first-time, full-time entering graduate and first professional students who take and report required entrance examinations or who have reported a college grade point average (GPA) or a college rank who meet or exceed the Commission-approved target for such examinations and credentials. Targets defined include: MCAT of 26.6 or higher; DAT of 34 or higher; PCAT of 200 or higher; GRE Verbal, Quantitative, and Analytical of 1587 or higher; GMAT of 521 or higher; College GPA of 3.0 or higher on a 4.0 scale; and top 30% of College Class. See current Performance Funding Workbook, pp.II.123-II.129, for complete details.

Status of other indicators: Indicators **6C**, *Post-Secondary Nonacademic Achievement of Student Body*, and **6D**, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 6C has never been applicable to this institution.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate Defined for MUSC (1st-time, full-time degree-seeking graduate students completing degree programs within an allowable timeframe)	1999 cohort	91.7%	94.7%	92.3%	93.5%	80.0%	to	89.9%	3% of prior 3-yr avg	N/A score=3	3.00
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Report for: Medical University of South Carolina

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title)	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	90.3%	90.8%	89.6%	88.7%	75.0%	to 89.0%	3% of prior 3-yr avg	92.9%		2.00

Critical Success Factor 7, Scored Indicator Notes: A measure similar to that of 7A, graduation rate used for other four-year institutions with undergraduates has been defined for MUSC. **7A for MUSC** measures the first-time, full-time graduates students except those in PhD programs, and first professional students who complete degree programs within an allowable timeframe. See pp.II.137-140 of the November 2002 Workbook for complete details. **7D** measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004.

As of Year 7, Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :													2.13	
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	19.1%	19.3%	19.7%	17.1%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	20.3%	1.00		
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	82.4%	90.3%	87.5%	86.7%	78.0%	to	87.0%		91.1%	2.00		
3	% graduate students who are minority (headcount)	Fall 2004	17.5%	15.4%	15.7%	15.6%	10.0%	to	13.0%		N/A score=3	3.00		
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	7.4%	7.9%	9.0%	10.2%	10.0%	to	13.0%		8.3%	2.50		

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

9A	Financial Support for Reform: Improving Child and Adolescent Health (Pre-K to Grade 12 Aged Children)	FY 04 / FYs 01,02,03 Avg	not avail	187.3%	179.5%	232.8%	80.0%	to 119.0%	N/A		3.00
9B	Amount of Public and Private Sector Grants	FY 04 / FYs 02,03,04 Avg	124.8%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 9B		N/A		Deferred

Critical Success Factor 9, Scored Indicator Notes: **9A** measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. A comparable measure of **9A for MUSC** has been defined that measures grants and awards expended to support the improvement in child and adolescent (preK-Grade 12 aged children) health. **9B** measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years. **9B** measurement and scoring has been deferred since 2003-04 due to changes in federal reporting of financial data that affects all public higher education institutions. The measure is under revision for future years.

PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 8 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.
 Achieved Compliance on 1 indicator, and 3 indicators are deferred from scoring.

Subtotal : 28.13
 # of indicators averaged 10
 Average: 2.81
 Average / 3.00 Max: 94%
 Category is: "Exceeds"



University of South Carolina Lancaster

Sector: Two-Year Institutions - Branches of the University of SC

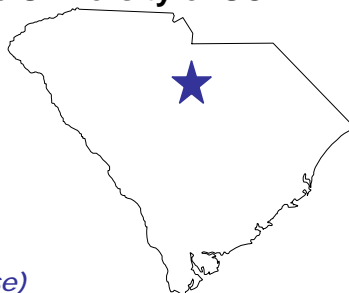
John Catalano, Dean

476 Hubbard Drive
Lancaster, SC 29270

Mailing: PO Box 889 with Zip Code 29271
(803) 313-7001

<http://usclancaster.sc.edu>

Founded in 1959



2004-05 Performance Year Score

Achieves Standards

82%

2.47 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

Degrees Awarded

115 Associates

FY 2003-04

Enrollment Headcount

includes full &
part-time students

1,059

100% of headcount Undergraduate
99% of headcount from SC at entry

26% of headcount Minority

Full-Time

505 (48% of headcount)

SAT Average

890

(1st-time entering
freshmen. Includes
converted ACT
scores.)

Full-Time Faculty

26 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition

Academic Year
2004-05

\$4,058 In-State, Full-Time Student
\$9,720 Out-of-State, Full-Time Student
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey)

* Financial

Dollars In Millions
FY 2002-03

\$7.6 Revenue, excl. auxiliary & hospital
\$7.4 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

13 Indicators

4 Indicators
6 Indicators
0 Indicators
2 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: University of South Carolina Lancaster Two-Year Institutions - Branches of the University of SC Sector

Measures Presented by Critical Success Factor <u>Indicator</u> (reference #/letter at far left and title) <u>Indicator Subpart</u> (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.		3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for regional campuses	Fall 2004	72.7%	60.9%	65.2%	62.5%	60.0%	to	74.0%	3% of prior 3-yr avg	68.3%		2.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$51,730	\$49,289	\$48,548	\$51,074	\$35,687	to	\$45,156	4% of prior year	N/A score=3		3.00

Critical Success Factor 2, Scored Indicator Notes: **2A for regional campuses** measures the percent of all full-time faculty, including instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions to terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: University of South Carolina Lancaster

Two-Year Institutions - Branches of the University of SC Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A				3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. USC Lancaster is the only regional campus in this sector with programs applicable for this indicator. **3E, Institutional Emphasis on Quality Teacher Education and Reform**, does not apply to this sector.

Status of other indicators: Indicators **3A, Class Size and Student/Teacher Ratios**, and **3B, Number of Credit Hours Taught by Faculty**, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator **3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees**, is measured through Indicator **5A, Ratio of Administrative Costs to Academic Costs**.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for regional campuses	Acad Year 2003-04	not avail	not avail	96.0%	98.3%	85.0% to 95.0%		N/A				3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The regional campus sector indicator focuses on strengthening the USC Regional Campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with private and public organizations. The regional campus measure, monitored over a four-year period including the 2001-02 performance year, considers the percentage of best practice criteria that are utilized by each identified effort. For details see pages II.99-104 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	20.6%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% of prior year	deferred				Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the regional campuses, unrestricted funds only have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators **5B, Use of Best Management Practices**; **5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs**; and **5D, Amount of General Overhead Costs**, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	42.5%	45.4%	54.3%	46.2%	20.0% to 49.9%	5% of prior 3-yr avg	49.8%				2.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators **6C, Post-Secondary Nonacademic Achievement of Student Body**, and **6D, Priority on Enrolling In-State Students**, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	66.1%	73.2%	69.0%	61.2%	50.0% to 65.0%	3% of prior 3-yr avg	71.5%				2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	96.4%	90.9%	84.6%	80.0%	75.0% to 89.0%	3% of prior 3-yr avg	93.4%				2.00

Report for: University of South Carolina Lancaster

Two-Year Institutions - Branches of the University of SC Sector

<u>Measures Presented by Critical Success Factor</u> <u>Indicator</u> (reference #/letter at far left and title) <u>Indicator Subpart</u> (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				<u>2004-05 Standard</u> "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score		
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator	
7E Number of Graduates Who Continued Their Education	1998 cohort	35.1%	31.2%	29.9%	33.3%	25.0%	to	40.0%	3% of prior 3-yr avg	33.0%		2.50

Critical Success Factor 7, Scored Indicator Notes: **7A**, revised in 2002 to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. **7D** measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. **7E**, *Number of Graduates Who Continued Their Education*, is applicable to regional campuses only and measures the percent of the first-time, full-time, degree-seeking cohort that earned baccalaureate degrees 6 years later. Data are calculated using CHEMIS information for in-state institutions and supplemented by the institutions with out-of-state institutions if available. Data on out-of-state graduates are not available for cohorts prior to 1996. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, have been redefined and are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :	2.17											
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	19.2%	20.5%	21.6%	25.7%	20.0%	to 27.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	21.5%	2.50		
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	60.2%	63.4%	55.9%	55.5%	47.0%	to 57.0%		62.8%	2.00		
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.6%	11.1%	10.9%	10.0%	10.0%	to 13.0%		10.8%	2.00		

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 6 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.
 Achieved Compliance on 2 indicators, 1 indicator is deferred from scoring.

Subtotal : 24.67
 # of indicators averaged 10
 Average: 2.47
 Average / 3.00 Max: 82%
 Category is: "Achieves"



University of South Carolina Salkehatchie

Sector: Two-Year Institutions - Branches of the University of SC

Ann C. Carmichael, Dean
James Brandt Blvd.
PO Box 617
Allendale, SC 29810
(803) 584-3446
<http://uscsalkehatchie.sc.edu>

Founded in 1965



2004-05 Performance Year Score Exceeds Standards

88%
2.63 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

86 Associates

**Enrollment
Headcount**
includes full &
part-time students

747
100% of headcount Undergraduate
100% of headcount from SC at entry
42% of headcount Minority
Full-Time
320 (43% of headcount)

**SAT
Average**

871 (1st-time entering
freshmen. Includes
converted ACT
scores.)

**Full-Time
Faculty**

17 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$4,058 In-State, Full-Time Student
\$9,720 Out-of-State, Full-Time Student
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey)

*** Financial**
Dollars In Millions
FY 2002-03

\$6.0 Revenue, excl. auxiliary & hospital
\$6.1 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

11 Indicators

4 Indicators
4 Indicators
0 Indicators
2 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: University of South Carolina Salkehatchie

Two-Year Institutions - Branches of the University of SC Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart

1. MISSION FOCUS

1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.		

Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for regional campuses	Fall 2004	71.4%	68.4%	70.6%	64.7%	60.0%	to	74.0%	3% of prior 3-yr avg	72.2%		2.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$43,131	\$43,889	\$43,705	\$46,281	\$35,687	to	\$45,156	4% of prior year	N/A score=3		3.00

Critical Success Factor 2, Scored Indicator Notes: **2A** for regional campuses measures the percent of all full-time faculty, including instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions to terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: University of South Carolina Salkehatchie

Two-Year Institutions - Branches of the University of SC Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	N/A	N/A	N/A	N/A	N/A		N/A			N/A
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. USC Lancaster is the only regional campus in this sector with programs applicable for this indicator. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for regional campuses	Acad Year 2003-04	not avail	not avail	100.0%	100.0%	85.0%	to	95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The regional campus sector indicator focuses on strengthening the USC Regional Campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with private and public organizations. The regional campus measure, monitored over a four-year period including the 2001-02 performance year, considers the percentage of best practice criteria that are utilized by each identified effort. For details see pages II.99-104 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	36.2%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% of prior year	deferred		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the regional campuses, unrestricted funds only have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	31.9%	35.0%	31.4%	39.1%	20.0%	to	49.9%	5% of prior 3-yr avg	34.4%	2.50
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	52.1%	50.0%	62.8%	66.7%	50.0%	to	65.0%	3% of prior 3-yr avg	N/A score=3	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	N/A	N/A	N/A	N/A	N/A	to	N/A	3% of prior 3-yr avg	N/A	N/A

Report for: University of South Carolina Salkehatchie

Two-Year Institutions - Branches of the University of SC Sector

<u>Measures Presented by Critical Success Factor</u> <u>Indicator</u> (reference #/letter at far left and title) <u>Indicator Subpart</u> (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				<u>2004-05 Standard</u> "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score		
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator	
7E Number of Graduates Who Continued Their Education	1998 cohort	25.4%	25.4%	23.8%	26.1%	25.0%	to	40.0%	3% of prior 3-yr avg	25.6%		2.50

Critical Success Factor 7, Scored Indicator Notes: **7A**, revised in 2002 to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. **7D** measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2003. **7E**, *Number of Graduates Who Continued Their Education*, is applicable to regional campuses only and measures the percent of the first-time, full-time, degree-seeking cohort that earned baccalaureate degrees 6 years later. Data are calculated using CHEMIS information for in-state institutions and supplemented by the institutions with out-of-state institutions if available. Data on out-of-state graduates are not available for cohorts prior to 1996. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, have been redefined and are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C	Accessibility to the Institution of All Citizens of the State :											2.00
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	41.1%	41.8%	44.4%	41.4%	36.0%	to 48.0%	8C1&2= 5% of prior 3-yr avg	44.6%	2.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	51.6%	49.8%	54.7%	46.8%	47.0%	to 57.0%	and 8C4= 3% of prior 3-yr avg	54.6%	1.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	13.0%	17.1%	19.0%	22.7%	10.0%	to 13.0%		N/A score=3	3.00	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

11 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.
 Achieved Compliance on 2 indicators, 1 indicator is deferred from scoring.

Subtotal : **21.00**
 # of indicators averaged **8**
 Average: **2.63**
 Average / 3.00 Max: **88%**
 Category is: **"Exceeds"**

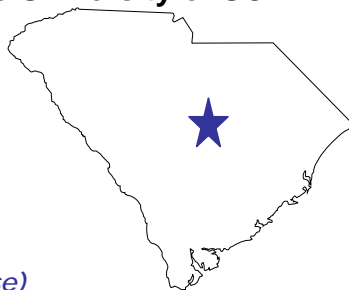


University of South Carolina Sumter

Sector: Two-Year Institutions - Branches of the University of SC

C. Leslie Carpenter, Dean
200 Miller Road
Sumter, SC 29150-2498
(803) 775-6341
www.uscsumter.edu

Founded in 1966



2004-05 Performance Year Score Exceeds Standards

92%
2.77 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

70 Associates

**Enrollment
Headcount**
includes full &
part-time students

1,042
100% of headcount Undergraduate
98% of headcount from SC at entry
33% of headcount Minority
Full-Time
552 (53% of headcount)

**SAT
Average**

945 (1st-time entering
freshmen. Includes
converted ACT
scores.)

**Full-Time
Faculty**

39 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$4,058 In-State, Full-Time Student
\$9,720 Out-of-State, Full-Time Student
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey)

*** Financial**
Dollars In Millions
FY 2002-03

\$9.2 Revenue, excl. auxiliary & hospital
\$8.6 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

11 Indicators

6 Indicators
2 Indicators
0 Indicators
2 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: University of South Carolina Sumter

Two-Year Institutions - Branches of the University of SC Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart

1. MISSION FOCUS

1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.		
				3.00

Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for regional campuses	Fall 2004	75.0%	82.1%	82.1%	82.1%	60.0%	to	74.0%	3% of prior 3-yr avg	N/A score=3		3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$48,398	\$48,163	\$48,297	\$50,316	\$35,687	to	\$45,156	4% of prior year	N/A score=3		3.00

Critical Success Factor 2, Scored Indicator Notes: **2A for regional campuses** measures the percent of all full-time faculty, including instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions to terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: University of South Carolina Sumter

Two-Year Institutions - Branches of the University of SC Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	N/A	N/A	N/A	N/A	N/A		N/A			N/A
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. USC Lancaster is the only regional campus in this sector with programs applicable for this indicator. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for regional campuses	Acad Year 2003-04	not avail	not avail	100.0%	100.0%	85.0%	to	95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The regional campus sector indicator focuses on strengthening the USC Regional Campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with private and public organizations. The regional campus measure, monitored over a four-year period including the 2001-02 performance year, considers the percentage of best practice criteria that are utilized by each identified effort. For details see pages II.99-104 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	23.0%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% of prior year	deferred		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the regional campuses, unrestricted funds only have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	64.5%	63.1%	55.4%	57.7%	20.0%	to	49.9%	5% of prior 3-yr avg	N/A score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	65.0%	65.8%	52.3%	66.9%	50.0%	to	65.0%	3% of prior 3-yr avg	N/A score=3	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	N/A	N/A	N/A	N/A	N/A	to	N/A	3% of prior 3-yr avg	N/A	N/A

Report for: University of South Carolina Sumter

Two-Year Institutions - Branches of the University of SC Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator
7E Number of Graduates Who Continued Their Education	1998 cohort	29.3%	33.7%	37.6%	31.6%	25.0% to 40.0%			3% of prior 3-yr avg	34.5%	2.00

Critical Success Factor 7, Scored Indicator Notes: **7A**, revised in 2002 to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. **7D** measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2003. **7E**, *Number of Graduates Who Continued Their Education*, is applicable to regional campuses only and measures the percent of the first-time, full-time, degree-seeking cohort that earned baccalaureate degrees 6 years later. Data are calculated using CHEMIS information for in-state institutions and supplemented by the institutions with out-of-state institutions if available. Data on out-of-state graduates are not available for cohorts prior to 1996. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, have been redefined and are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C	Accessibility to the Institution of All Citizens of the State :											2.17
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	29.8%	30.1%	30.9%	32.9%	32.0%	to	43.0%	8C1&2= 5% of prior 3-yr avg	31.8%	2.50
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	57.6%	53.9%	49.4%	46.6%	47.0%	to	57.0%	and 8C4= 3% of prior 3-yr avg	56.3%	1.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	11.1%	10.6%	13.6%	13.8%	10.0%	to	13.0%	N/A score=3		3.00

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

11 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 6 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.
 Achieved Compliance on 2 indicators, 1 indicator is deferred from scoring.

Subtotal : **22.17**
 # of indicators averaged **8**
 Average: **2.77**
 Average / 3.00 Max: **92%**
 Category is: **"Exceeds"**

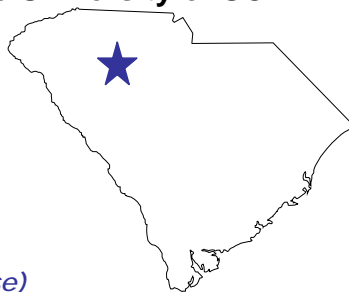


University of South Carolina Union

Sector: Two-Year Institutions - Branches of the University of SC

James W. Edwards, Dean
309 East Academy Street
Union, SC 29379
(864) 429-8728
www.sc.edu/union

Founded in 1965



2004-05 Performance Year Score Achieves Standards

80%
2.40 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2004 data unless noted otherwise)*

For links to mission and webpage,
see www.che.sc.gov and
select "Performance Funding"

**Degrees
Awarded**
FY 2003-04

59 Associates

**Enrollment
Headcount**
includes full &
part-time students

406
100% of headcount Undergraduate
100% of headcount from SC at entry
21% of headcount Minority

Full-Time

165 (41% of headcount)

**SAT
Average**

839 (1st-time entering
freshmen. Includes
converted ACT
scores.)

**Full-Time
Faculty**

7 includes, as of Nov. 1, those with academic
rank & specific assignment of instruction,
research, public service, or librarian.
(IPEDS Fall Staff Survey)

Tuition
Academic Year
2004-05

\$4,058 In-State, Full-Time Student
\$9,720 Out-of-State, Full-Time Student
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey)

*** Financial**
Dollars In Millions
FY 2002-03

\$3.1 Revenue, excl. auxiliary & hospital
\$2.5 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on
Achieved Standards (or received scores of 2.00-2.99) on
Did Not Achieve Standards (or received scores of 1.00-1.99) on
Achieved Compliance (or received scores of "Complied") on

11 Indicators

3 Indicators
4 Indicators
1 Indicators
2 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: University of South Carolina Union

Two-Year Institutions - Branches of the University of SC Sector

Measures Presented by Critical Success Factor <u>Indicator</u> (reference #/letter at far left and title) <u>Indicator Subpart</u> (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.								3.00	

Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on **1B**, *Curricula Offered to Achieve Mission*, and **1C**, *Approval of a Mission Statement*. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A**, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator **5A**, *Ratio of Administrative Costs to Academic Costs*.

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for regional campuses	Fall 2004	66.7%	66.7%	62.5%	57.1%	60.0%	to	74.0%	3% of prior 3-yr avg	67.3%		1.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$45,298	\$45,479	\$44,793	\$45,924	\$35,687	to	\$45,156	4% of prior year	N/A score=3		3.00

Critical Success Factor 2, Scored Indicator Notes: **2A** for regional campuses measures the percent of all full-time faculty, including instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions to terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures average faculty salary of faculty at all ranks.

Status of other indicators: Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

Report for: University of South Carolina Union

Two-Year Institutions - Branches of the University of SC Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. USC Lancaster is the only regional campus in this sector with programs applicable for this indicator. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for regional campuses	Acad Year 2003-04	not avail	not avail	100.0%	100.0%	85.0%	to	95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The regional campus sector indicator focuses on strengthening the USC Regional Campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with private and public organizations. The regional campus measure, monitored over a four-year period including the 2001-02 performance year, considers the percentage of best practice criteria that are utilized by each identified effort. For details see pages II.99-104 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	27.5%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% of prior year	deferred		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the regional campuses, unrestricted funds only have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	29.3%	39.7%	34.4%	35.7%	20.0%	to	49.9%	5% of prior 3-yr avg	36.2%	2.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	64.5%	61.8%	66.7%	56.4%	50.0%	to	65.0%	3% of prior 3-yr avg	66.3%	2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	N/A	N/A	N/A	N/A	N/A	to	N/A	3% of prior 3-yr avg	N/A	N/A

Report for: University of South Carolina Union

Two-Year Institutions - Branches of the University of SC Sector

<u>Measures Presented by Critical Success Factor</u> <u>Indicator</u> (reference #/letter at far left and title) <u>Indicator Subpart</u> (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				<u>2004-05 Standard</u> "2" if at/within range			Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator	
7E Number of Graduates Who Continued Their Education	1998 cohort	26.8%	25.0%	28.6%	29.0%	25.0%	to	40.0%	3% of prior 3-yr avg	27.6%		2.50

Critical Success Factor 7, Scored Indicator Notes: **7A**, revised in 2002 to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. **7D** measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2003. **7E**, *Number of Graduates Who Continued Their Education*, is applicable to regional campuses only and measures the percent of the first-time, full-time, degree-seeking cohort that earned baccalaureate degrees 6 years later. Data are calculated using CHEMIS information for in-state institutions and supplemented by the institutions with out-of-state institutions if available. Data on out-of-state graduates are not available for cohorts prior to 1996. **7B**, *Employment Rate for Graduates*, and **7C**, *Employer Feedback on Graduates Who Were Employed or Not Employed*, have been redefined and are not applicable to this sector.

Status of other indicators: Indicator **7F**, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C	Accessibility to the Institution of All Citizens of the State :											2.67
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	18.5%	20.1%	17.9%	20.4%	20.0%	to 26.0%	8C1&2= 5% of prior 3-yr avg	19.8%	2.50	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	54.4%	57.1%	51.8%	60.9%	47.0%	to 57.0%	and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	4.3%	7.4%	12.0%	11.5%	10.0%	to 13.0%		8.1%	2.50	

Critical Success Factor 8, Scored Indicator Notes: For **8C**, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator **8A**, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator **8B**, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: **9A**, *Financial Support for Reform in Teacher Education*, and **9B**, *Amount of Public and Private Sector Grants*, do not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

11 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 3 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.
 Achieved Compliance on 2 indicators, 1 indicator is deferred from scoring.

Subtotal : 19.17
 # of indicators averaged 8
 Average: 2.40
 Average / 3.00 Max: 80%
 Category is: "Achieves"